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These materials are designed to present ideas for developing a program for training nonprofessional workers to help low income families to raise their aspirations, develop pride in homemaking, improve homemaking skills, have a more satisfying home and family life, improve the health of family members, gain knowledge to help children develop, and increase understanding of the community and its resources. Guidelines are furnished on program planning and initiation, (including recruitment and staff relationships), the selection, training, and evaluation of program assistants, and teaching outlines and other teaching aids, together with a handbook for program assistants. An appendix is also included. (authors/ly)

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Training Home Economics Program Assistants to Work with LOW INCOME FAMILIES

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SECTION 1. PLANNING AND INITIATING

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PURPOSE

The purpose of these materials is to present ideas for developing a program for training nonprofessional workers to help low-income families to

1. raise their aspirations,
2. develop pride in homemaking,
3. improve homemaking skills,
4. have a more satisfying home and family life,
5. improve health of family members,
6. gain knowledge to help children develop,
7. increase understanding of their community and its resources.

Note to Trainer Agent:

Section 4 was written for program assistants. Each program assistant will need her own copy. It is suggested that Section 4 be used as a basis for the program assistants' training. You will need to thoroughly discuss the information in Section 4 with your program assistants to make sure that they understand the challenges, opportunities, and responsibilities offered them by their jobs.

GLOSSARY OF TERMS USED

Program Assistant: The paid or volunteer nonprofessional leader who works directly with low-income homemakers. Other titles such as program aides are being used in similar programs.

> Indigenous Program Assistant: The program assistant who emerges from the audience to be served and is assumed to have rapport with and understanding of this audience.

Trainer Agent:
Supervising Agent:
Program Leader: Titles used somewhat interchangeably for the professional home economist responsible for training and supervising program assistants and for developing the program.

Low-Income Audience: Marginal families existing on very little money and with very poor living conditions. Within this audience the main target is families with children. Families include those with one or both parents.

Homemaker: The woman or mother in the low-income family whom the program assistant will reach through the program.

Working Visit: A session in the home of the low-income family when the program assistant demonstrates and works with the homemaker to improve a homemaking skill of interest and need. Sometimes more than one skill will be taught at a session. This would be to reach homemakers not interested or ready to attend meetings.

Small Group Meeting: An informal unstructured meeting with a demonstration or lesson (although it may not be called a meeting or lesson). A very small group of three or four homemakers would meet in homes. Later they might be willing to attend a somewhat larger or more formal meeting.

AUDIENCE TO BE REACHED

There are generally three broad classifications of low-income families. One group includes families with social characteristics of middle-income families, whose incomes are now low. Regular programs and subject matter may frequently be adapted to fit their needs. Families might include elderly couples on pensions, young students, widows, or families with the head temporarily unemployed.

A second group includes families who now have fairly adequate income but need knowledge in managing it and in creating a better way of living. Some of these families will be moving up socially and are interested in improving their living conditions. Many such families will be living in public housing, tenant housing, and marginal areas. Some of these participate in small church or settlement house activities and can be reached through these institutions.

Another group of low-income families is often found living in a slum, with low living standards, little education, and different cultural values. They may be isolated within this setting without much, if any, first-hand exposure to the opportunities middle-class American families know. The ignorance of these low-income families makes them easy prey for unscrupulous businesses and salesmen. They are often trapped in feelings of despair and defeat. Many of them do not realize or believe it is possible to control their fate and certainly do not think of education as a means of improving their situation. Although applicable for all, these materials were written especially to support educational efforts for the third group.

Within the three above classifications will be every age of homemaker, each with special needs. When program resources are limited, the most promise is in reaching homemakers with children.

Families Can Be Helped

Home economists have made contacts with the most disadvantaged and found that very simple beginnings bring these rewarding results:

1. Personal cleanliness and clean clothing which fits can increase self-respect.

2. Clean and neat housing helps a family feel more accepted in a community and gives a homemaker self-respect.

3. A small accomplishment by the homemaker frequently inspires her to attempt more difficult tasks. Such success helps change her attitude from hopeless to hopeful.

4. The interest of someone they trust can help the family build a better way of life and help them accept responsibility.

5. With greater self-respect, a homemaker who has withdrawn socially will gradually move into a group situation.

6. As physical conditions and human relations are improved in the home, the children's school attendance is more regular.

A disadvantaged family who has failed often and been insecure clings to what it knows and has. A change would mean a risk of losing too much. Education for this family must first reach the individual--to help the individual gain respect, hope, and faith.

Education has much to offer at any social level, but low-income families have not sought it out. The underprivileged person is slow to enroll in a formal class. As a reminder of school, a class suggests unpleasant memories of failure. A way must be found to reach them and to build a bond of trust. For someone they trust, they may try some simple thing such as shortening a child's school dress or baking cookies. When successful, this effort often brings pride and satisfaction leading to another step if assistance is still available.

At first the low-income homemaker may respond for the sake of the worker. Gradually the worker can help the homemaker make the transfer to response for her own satisfaction. A willingness to change or improve becomes possible as self-respect is built and pride overcomes fear.

As the low-income homemaker becomes involved with subject matter and "doing," she finds how to relate to others. In this way she learns social skills and a feeling of adequacy with others. As a result, the pattern of family living is upgraded and living standards are raised. Family members are then better prepared to seek jobs and to attend school.

What Is The Situation In Your Area?

A program can be more meaningful when it is based on facts. An informal survey will point up needs of the families, help you determine the scope of the problems, and justify your work with low-income families.

As you secure statistics you will be making contacts with agencies and institutions. By explaining your interest and concern, you have made an overture toward a future meeting to discuss initiating a program for homemakers.

The following facts, plus others you will think of, will help you identify your audience.

BASIC STUDY OF LOCAL SITUATION

In My Area:

1. _____families receive welfare assistance. (Contact welfare department.)
2. _____mothers receive Aid to Families of Dependent Children. (Contact welfare department.)
3. _____families have incomes listed as less than $3,000. (See U. S. census.)
   (This is _____ percent of families in area.)
4. _____(number or percent) adults have less than 5th grade education. (See U. S. census.)
5. _____5-year-olds are enrolled in kindergarten in area. (See school superintendent.)
   (This is _____ percent of 5-year-olds.)
6. _____young people of the area are school dropouts. (See school superintendent or principal.)
7. _____(number or percent) houses in area are deteriorating and dilapidated. (See U. S. Census of Housing.)
8. _____families receive donated foods or are on Food Stamp Plan. (Contact local welfare authorities.)
9. _____persons receive unemployment compensation. (Contact local U. S. Employment Service.)
10. _____families live in low-rent public housing. (See local public housing authority.)
11. _____families are clients of Farmers Home Administration, including those applying for assistance under Economic Opportunity Act.

PHILOSOPHY OF THE TRAINING PROGRAM

Working with this audience will require certain adaptations in traditional programing. Differences in reaching low socio-economic and middle-class families might be envisioned this way:

For Middle-Class Audience	For Low Socio-Economic Audience
--Group learning (May be impersonal)	--Individual and personal contacts (warm and friendly)
--Emphasis on subject-matter	--Build confidence (homemaker does a small task and succeeds)
	--Develop pride (homemaker achieves satisfaction by cleaning house or improving personal appearance)
--Leadership encouraged or required	--Homemaker learns to be comfortable with and relate to others
--Abstract, subtle, indirect approach	--Assertive, specific, direct approach

This program is based on the philosophy that:

- Through small but successful learning experiences homemakers can change a self-image of defeat and failure to one of confidence.
- The long-range goal is the development of the individual and her family. Teaching homemaking skills is a means of achieving this goal.
- Some homemakers may not be interested in attending meetings. For them, teaching will begin by home visits.
- While success in the early stage of the program will be important, a small defeat is not the end.
- The things taught should have immediate and practical application related to problems each family faces.

- A sequence of home visits will reveal interests and needs of the homemaker, will provide opportunity to try and to practice homemaking skills, and will move the homemaker to participate in a group of two or three, and, finally, in a larger group.

- It is important to motivate the homemaker to group experiences.

- The real focus must be on education. Donations are not the same as helping a family learn how to acquire the same thing. Service to the family should be given in terms of learning experiences.

- Working intensively with homemakers in this audience is necessary for their personal development.

- Small evidences of change in people will be the marks of real progress.

- Too few professional home economists are available to make more than a token effort to reach the more than 9 million low-income families.

- Nonprofessionals can be trained as program assistants to perform effectively and can also learn by helping others.

- The warmth and support that program assistants offer the homemaker are important.

- Several agencies can work together more effectively than one, after responsibilities are defined. The trainer agent and program assistants need to know resources in the community to which the trainer agent can refer families with special problems.

- The trainer agent assists the program assistant in putting families that need help in touch with appropriate agencies.

INITIATING A PROGRAM FOR LOW-INCOME FAMILIES

1. Discuss ideas with own staff coworkers to gain their cooperation. Keep them informed. Better yet, involve them in the planning sessions.

2. Invite your supervisor to assist--review progress, make suggestions, meet with planning group, etc.

3. Keep leaders in established program informed regularly, and if possible draw them into background study and planning.

4. Review "Principles of Social Action," (Appendix, p. 97) and check for steps. Some steps may need to be taken twice.

General Recommendations

Start in locality where you think it possible to succeed. Success breeds success.

Visit some low-income families. Home visits are a vital part of your program. They will improve your teaching.

Allow a reasonable time for each step. A time schedule usually spurs action.

Study experiences from other such projects. It can help you avoid mistakes.

Answer questions in terms of the objectives. This gives the best direction and also checks validity of the goals.

Consider joining efforts with other agencies who have an interest in the low-income audience. Many agencies working together can be more effective than one agency working alone.

Send frequent progress reports to leaders of cooperating agencies by telephone, excerpts of reports, case studies of an individual's learning, or invitation to achievement programs, etc. "Feedback" is essential.

Give credit to all cooperating agencies for their specific contributions to the program.

Don't be modest in taking credit for the educational part. Interpret the educational purpose of the program activities whenever possible. Use your name and agency title.

Community Teamwork

If two or more agencies wish to sponsor educational work with the low-income audience, the following will be needed:

1. A joint study and review of the situation locally. Why a problem? See p. 6.

2. Defining the audience to be reached, their characteristics and problems, through:
   a. Visits to some homes of this audience.
   b. Listening to leaders or professionals who know this audience.

3. Develop a written plan with mutual agreement including:
   a. Joint decision on goals. (What you hope to accomplish.)
   b. Joint decision on where and how to work, outlining realistic timetable and size of project.
   c. Specific statement of the responsibility of each cooperating agency. (In writing--may be in memo or minutes.)
   d. Plans for checking progress.

COMMUNITY RESOURCES FOR DEVELOPING THE PROGRAM

Who	Contributions
Local government officials	-Provide ways for recipients of donated foods to get information on use of foods. -Provide names and encourage recipients to participate in series of meetings or other type of program.
County welfare department	-Legitimize program. -Provide criteria for establishing definition of families in need. -Exchange training with social workers. -Get audience for classes or meeting. -Help plan content of program. -Advise on stipends families receive. -Be a resource for solving special problems of families.
Employment agency (State and U. S.)	-Communicate about jobs available, vocational needs, and employment.
Public Housing Authority and Farmers Home Administration housing projects	-Provide names and contact with people who may need help. -Provide facilities for meetings.

Who	Contributions
Labor unions	-Provide audience. -Help plan program content. -Accept material for labor union publication. -Provide support and facilities for meetings.
School administration, including vocational technical education	-Advise on needs of people and direction of program. -Provide facilities for meetings. -Provide leaders or teachers. -Communicate through counsellors (school) about vocational needs. -Offer special training for available jobs.
Church groups and ministerial association	-Provide criteria for establishing definition of families in need. -Provide audience and leadership. -Provide facilities for meetings. -Give prestige and influence to the program. -Advise about needs. -Maintain contact with individuals involved.
Community agencies or councils such as Salvation Army, settlement houses, Red Cross, board of health, Good Will Industries, Y.W.C.A., Boys Clubs and Girls Clubs, Visiting Nurses.	-Provide criteria for establishing definition of families in need. -Provide audience. -Advise on program. -Provide materials, facilities, and services. -Maintain contact with individuals. -Offer incentive to participants in program.
Ethnic group leaders	-Legitimize program. -Provide leadership for establishing program and securing audience. -Advise on program. -Maintain continuing contact with individuals.

Who	Contributions
Community Action Groups -Neighborhood groups -Specialized, as merchants, service clubs, Chamber of Commerce, and Urban League -Professional groups	-Support and sponsor audience and programs. -Encourage participation. -Provide materials and facilities.
OEO Community Action Programs	-Provide supporting programs for youth, health programs, day-care centers, etc.
City or county planning commission and other area development groups, such as RAD Committee	-Help determine trends. -Provide references. -Provide resources.
Other social institutions, such as libraries, colleges, etc.	-Provide references. -Provide resources. -Provide technical assistance.
Newspapers, radio, television	-Support program by informing public.

RECRUITING PROGRAM ASSISTANTS

What pattern of leadership will you use? The answer to this question points out how and where to recruit program assistants.

Will You Use Volunteers?

Who They Are	Where Recruited
1. Capable leaders with homemaking skills, maturity, and ability to work with people.	1. Through home economics Extension clubs, church, and other community-minded groups.
2. Leaders who emerge from the low-income audience.	2. In classes for low-income homemakers or through community agencies.

3. Professionally trained home economists not now employed, or retired school teachers.	3. Through professional organizations.

Will You Employ Program Assistants?

Who They Are	Where Recruited
1. Women who need to work, have suitable arrangements for care of children, and meet standards for the job.	1. Through welfare agency, settlement houses, employment agency, public health, urban league, Salvation Army, Good Will, etc.
	2. Through recommendations of low-income homemakers. (The degree of publicity of these job opportunities may depend on number of program assistants to be hired.)

Will You Use Both Volunteer and Paid Assistants?

Who They Are	Where Recruited
1. Paid program assistants--to work individually with homemakers in a general way, and to interest homemakers in meetings or classes.	1. As listed above for both.
2. Volunteers--teach a special skill a. to train program assistants or b. to teach at classes or meetings for homemakers.	

RELATIONSHIPS BETWEEN THE PROFESSIONAL AND NONPROFESSIONAL

How the professional and the nonprofessional "get along" together will affect both the program and the morale of all. When workers understand the part each one plays in attaining a mutual goal, no one need feel threatened. The following steps are suggested to insure this kind of team approach:

1. Clarify the job of the program assistant for yourself.... in writing:
    a. Describe the tasks of program assistants.
    b. List competencies they need.
    c. Define points at which the work of the program assistants and that of the professional meet.
2. Share written outline above with coworkers on your staff.
3. Discuss with coworkers and your supervisor any adjustments the position of the program assistant will make in the current tasks of your position and in your office.
4. Discuss with your coworkers the ways in which the nonprofessionals will be part of the "team" and will need acceptance and support.

Professional people need to understand how the program assistant may and does contribute, and to respect that contribution.

The contribution of the program assistant is based on warmth, neighborliness, and mutuality. The professional's role will be more objective and impersonal. Both aspects are needed. The program assistant will be able to do things of a more personal nature with the homemaker than a professional worker could take time for or find wise.

The professional worker	should see	the program assistant as a server and dispenser as one who takes the "doing" jobs and releases time for professional to do program planning, guiding, and appraisal.
The program assistant	should see	the professional worker as a program leader as one with responsibility for all aspects of the educational program, who supports and helps program assistants in their everyday activities.

Criticisms Affect Relationships

Professional workers not responsible for training may have criticisms of program assistants or see need for corrections. In most cases such criticisms and corrections might best be channeled to the trainer agent, who could build these into the training program.

Since the relationship between professionals and nonprofessionals can be damaged if criticisms and corrections are not handled thoughtfully, the following suggestions may be helpful:

1. Make criticism positive--suggest something better--and in a friendly manner.
2. Compliment before criticizing.
3. Use a technique so program assistant will suggest the criticism or correction herself.
4. Whenever possible, criticize privately and not before others.
5. Make the criticism on what was done and avoid a rejection of the person herself.
6. Be slow in blaming the program assistant. Perhaps the training was faulty.
7. Don't overdo criticism. (A little goes a long way.)

"Esprit de Corps"

When program assistants are encouraged to meet and visit together, they tend to develop their own "esprit de corps." When relationships among program assistants are satisfying, the desire to compete is lessened.

CAUTION: CHECK THESE POINTS

The right kind of training and supervision may prevent problems. Here are points important to the success of your program. If you are alert to some of the trouble spots that may appear as your program develops, you can handle them in the early stages.

1. Relationship between the professional and nonprofessional.
    a. Inside the organization: How does the program assistant respond to supervision, consider office and secretarial staff, etc.? What is the nonprofessional's concept of her role and that of the professional? Clarification of role is especially important when program assistants are paid.
    b. Outside the organization: How does the program assistant explain the organization? How does the organization explain the role and competence of program assistants to others?

2. Relationships among the program assistants.
   Are they anxious, competitive, or insecure?

3. Clear definition of the job.
   Do program assistants clearly understand the purpose of the program and exactly what they are to do?

4. Impartiality.
   Do some families receive such personal attention or concrete help from program assistant as to lessen effectiveness with other families or cause competition?

5. Being confidential.
   Does program assistant hold each family situation in strict confidence?

6. Authority.
   Will program assistant take initiative? Be a leader? Will program assistant be domineering or does she help homemaker learn to make decisions?

7. Not being overwhelmed.
   Do the problems of families and the job look so big that the small steps required to start seem useless? Does it begin to look impossible or hopeless?

8. Guarding against false optimism.
   Is everything "fine" and "jolly"? Does the program assistant recognize her own problems and those of the families?

9. Keeping within her role.
   Does program assistant see herself as teacher and neighbor, not trying to serve also as doctor, lawyer, minister, banker, policeman, and psychiatrist? Does she contact trainer agent about referring families to professionals or community agencies for specific needs?

Can she refrain from donating material things? Does she inspire families to acquire these things on their own?

10. Relationship with community.
Does community hold program assistant in high regard, or tend to discriminate against her because of her job?

Does program assistant relate to agency and community so much that she becomes critical of low-income families?

SECTION 2. SELECTING AND TRAINING PROGRAM ASSISTANTS

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SELECTION OF PROGRAM ASSISTANTS

Consider These Points When Selecting

Her personal traits. The program assistant should:

1. Be trustworthy and responsible.
2. Have a sincere desire to share knowledge with the low-income audience.
3. Be willing to learn and believe others can learn.
4. Show willingness to apply skills and management in own home.
5. Be able to read and understand materials you plan to use with her and have the ability to keep simple records and make reports.
6. Be receptive to training and supervision.
7. Be sensitive to the values of others and have empathy for people regardless of their situation.
8. Be resourceful and improvise; try new ideas.
9. Not gossip about the people she visits in program.
10. Have reasonable need for earning money.
11. Reflect healthy mental attitudes.
12. Have personal standards of life acceptable to this audience.
13. Have good health, as determined by a physical examination.
14. Be able to arrange home situation to devote time to the job.

Her social and communicative skills. The program assistant should be able to:

1. Talk with people easily.
2. Focus on interests of others.

3. Get response from others.

4. Feel at ease in group meetings.

Her physical resources. The program assistant should:

1. Have transportation (car may be needed in some programs.)

2. Be able to provide space in her home for files and materials (if needed).

3. Have access to a telephone.

Have applicants submit a simple written application. It is also important to interview them personally. Usually you should contact the references listed by applicants. Both the employer and the applicant should sign a written contract.

Background of Program Assistants

You can give more appropriate training when you know the background of program assistants. You can gain an understanding of their experience from:

1. Data as to age, schooling, family, etc. (Available if they submitted application forms.)

2. Visits to their homes. (Interests and skills can be found this way.)

3. Interest or experience quiz will point out practices they use at home. (See Section 3, p. 37.)

Visits to homes of some program assistants will help you plan the right kind of training based on facts rather than on assumptions. Start by finding out what household equipment program assistants are skilled in using, their standards, management ability, and special household interests. There is no substitute for a home visit.

One way to check how much program assistants have learned is to set a benchmark at the start of the training. A simple yet informative test of practices and knowledge may be formulated and given twice--early in the training and at the end. The quiz referred to in 3 above could be given both times. Of course, the test should encourage, not frighten, the program assistant.

OBJECTIVES OF TRAINING PROGRAM ASSISTANTS

Program assistants to--

1. Understand the purpose of program--to assist homemakers in growth as individuals through development of competence in needed homemaking skills.
2. Understand how people learn and change as they develop personally.
3. Be able to provide suitable learning situations.
4. Acquire basic homemaking and management skills so they can teach others.
5. Develop empathy as a means of establishing rapport with low-income families.
6. Perform in a role of teacher rather than of giving service or being a "lady-bountiful."
7. Know principles of group participation and help homemakers relate to groups as soon as possible.
8. Be able to help prepare children for school experiences, and encourage children to stay in school for continued learning.
9. Be able to determine signs of progress as learning takes place.
10. Have knowledge of agencies and community resources for family reference by the trainer agent when specific needs arise.
11. Know their role and the policies, rules, standards, and ethics by which they are expected to operate.
12. Know what records to keep and how to keep them.

GUIDELINES FOR TRAINING PROGRAM ASSISTANTS

Your role in this program will be to plan, program, guide, train, and to research. This means the actual "doing" will be in the hands of the program assistants because:

1. They are closer to the audience involved.
2. They are part of the community.
3. They influence people in their own ways and by their own language.
4. They are enthusiastic and responsive.
5. They serve as role models.

Pre-Service Training

How much time should you allot to pre-service training? Training time may vary from 3 days to 16 weeks. A short pre-service training means more intensive on-the-job training and supervision. The length of the pre-service training will depend on:

1. The background of the program assistants.
2. How much time you have before the program goes into effect.
3. The nature of the program...whether it is to be entirely conducted in group situations or will start with home visits.

More time will be needed to teach nonprofessional than professional workers. "Presenting" ideas and facts will not be enough. "Doing" will be essential and will offer situations in which principles can be pointed out.

Good training will give the learner time to try new ideas and skills. A wise trainer will use examples generously in discussion. Stop often to listen to what program assistants are saying. This will indicate to you how much they have understood.

Program assistants should start their jobs when psychologically ready. Many trainers believe a long training period creates anxiety about the job and dulls enthusiasm. Space further training regularly between periods of practice on the job. For example, the program assistants might have an orientation period of 1 week or 10 days and then make home visits. After this they would have a session to appraise what they learned. They would continue regular sessions in subject matter and methods while working on the job.

All trainees need help in understanding (1) how to interest people; (2) how people learn; (3) how to build helpful relationships; (4) what to teach; (5) what community resources families can call on; (6) what are the policies and ethics of the job.

Define policies or "ground rules" carefully for program assistants. These must be clear in your mind. Put them into writing for easy reference. All must know (1) when families should be referred to other agencies by the trainer agent, (2) ethics in working with families, and (3) how to report what they do. If such policies are vague and unwritten, misunderstandings will probably occur. Such clarification will be part of defining the job. (For suggested policies see Appendix, p. 102)

The pre-service training will probably include some or all the above. Plan continuing sessions to develop each area as interest and experience grow.

Indigenous Program Assistants

Training for volunteers and for indigenous program assistants would probably not start at the same point. Indigenous workers usually need to learn specific household skills with techniques for showing others. Volunteers are often skillful in homemaking tasks and need only a review of skills with emphasis on what is practical for low-income families.

If indigenous program assistants can practice household activities under supervision and guidance, the experience will be more meaningful. Demonstration kitchens or an assigned apartment in public housing are often used as laboratories.

When program assistants show ability, they may be asked to "show how" or to assist others in learning. A plan for trainees to show or teach each other is a valuable training technique. Combining the "doing" of a skill with "how to teach" and "principles of learning" could reinforce all three.

Role playing makes situations seem real, interesting, and best of all, gives people a "feel" for themselves. It can be effective with the low-income audience.

Don't assume that indigenous program assistants will automatically relate or apply subject matter. Subject matter must be applied as taught and related to what was taught before. Use different approaches, such as movies, slides, trips or tours, assignments, etc. Ask the group to draw conclusions and discuss what they saw.

The indigenous worker may seem slow to lead a meeting, show initiative, or assume authority. As a professional you should be patient with this and realize why. The worker may:

1. Have negative feelings from dealing with people in authority.
2. Have been a recipient of authority rather than a dispenser of it.
3. Resist "power structure" because she feels it is not working for her.
4. Be limited in know-how.
5. Lack background.

Program assistants may begin to take more initiative when they believe the program is working for "their people" and that you are genuinely concerned with them.

Training should provide knowledge so that program assistant will never have to guess how to act or what to do in taking the lead.

Some psychologists believe that indigenous workers may learn to be authoritative without being "authoritarian" much more successfully than middle-class people. They have flair for combining authority with warmth.

Indigenous program assistants need to understand the complete picture of the low-income audience of which they are a part. Since past experience may distort the view for some, the training will need to expose the true picture. You may want to balance the aspects of failure and problems of the low-income audience by presenting the positive viewpoint. Low-income families have strengths, such as their willingness to help each other, their frankness, their freedom to express emotions, and their delight in family sociability.

The effectiveness of program assistants will probably depend more on their own personality, sincerity, and interest in people than on their socio-economic class level.

Small Classes

Experience suggests that small classes for training are more effective than large ones, with 12 to 15 as a maximum enrollment. Each class member needs opportunity to practice and participate in all the learning experiences.

If the program assistants have not been especially conscious of punctuality, you may find it wise to emphasize that the classes start and end at specific times.

Recognize Achievement

You may want to consider training as a "course." Such a course could involve an orientation period of training plus perhaps a month of apprenticeship. Apprenticeship would include both job performance and regular training sessions. Each program assistant would meet standards set up for completion. Completion should be regarded as a real achievement and honored accordingly.

A special event to recognize trainees for completing the course will give satisfaction to the trainees and prestige to the program. Frequently professional workers are unaware of the significance the nonprofessional person may attach to a certificate awarded for a training course.

Certificates should be presented in the presence of the trainee's family and with community leaders present, people who "matter" to the program assistant.

On-The-Job Training

When program assistants start their work after the initial training period, they should meet together frequently and regularly to discuss their reactions, specific problems, and approaches. Allow time for them to share experiences and to learn from each other. This discussion is important in their training. It will need guidance with principles pointed out and definite conclusions drawn.

Regular meetings of program assistants seem best. At each meeting include (1) applied subject-matter, (2) teaching ideas, (3) experiences of program assistants. Allow time for all three. In this way each person gains in knowledge and satisfactions.

At times you may be torn between what you want to teach and what the program assistants want to do. Use your judgment to adapt to what is most meaningful to them. Talk individually with each trainee. Schedule conferences regularly to keep in touch and to advise on planning and teaching. This helps the trainee see you as a helper rather than as a "checker upper."

METHODS AND TECHNIQUES

After you become acquainted with the low-income audience, select appropriate methods of reaching them. Review familiar methods and adapt them to this audience. Teach program assistants how to use and further adapt them. Consider the following:

Home Visits

Personal contact is considered the most effective means of "getting through" to this audience. A home visit can reach homemakers who would never come to a meeting. The first visit should establish rapport and prove the sincerity and personal concern of the worker who calls. Later home visits can be "working sessions" for the program assistant and homemaker on a project of interest to the homemaker. In this way, casual teaching and learning take place naturally and informally.

Home visits, however, should have a future. A home visit can (1) reveal an interest of the homemaker in a household skill; (2) show how the skill is performed; (3) teach the homemaker how to do it herself. The confidence she gains should inspire her to other tasks. It should also encourage her to meet with other women with mutual interests.

Special Attention to Children, See Section 4, Page 86.

1. Help program assistants collect or improvise "silent toys" to take along for children during at-home work periods with homemakers.

2. Discuss with program assistants why each toy or play material contributes to the development of a child.

3. Recommend best ways to use toys or play materials--take different ones on different visits, not all at one time, etc.

4. Suggest using name tags for children to teach them self-identity.

5. Provide recipe for making modeling clay at home. This might be demonstrated for program assistants, with a handout recipe for them to share with homemakers.

Meetings

"Calling a meeting" sounds commonplace to the middle-class person. However, the word "meeting" seems to conjure up a different meaning for many of the low-income audience. "Having a lesson" may suggest an unpleasant classroom experience.

With this in mind, the worker may easily learn to say, "Why don't we get together to....." or, instead of referring to a lesson, say, "Would you like me to show you how to....."

The place chosen for a meeting can influence attendance. Is the place familiar to the homemaker? Does she have transportation? Will she feel at ease there? Does she know the person having the meeting?

"Know-how" in arranging a meeting is important. Emphasize putting people at ease in a group. First meetings attended by the low-income homemaker may need to be so informal that some professional workers might not even define them as meetings. They may be more like getting the family together than holding a meeting in the middle-class sense.

As homemakers move into the meeting situation, they have opportunity to acquire social skills essential in personal development and home life. Gradually, then, the same homemaker can move comfortably to a somewhat larger or more formal meeting.

Best results usually come from sessions that are less than 1 hour and are presented by a peer or someone known to the group.

Participation in such a "get-together" is crucial. The program assistant involves the learners by asking questions, getting their comments and especially their help in "doing things." Always emphasize the "doing" and "showing."

Care of Children at Meetings (See Appendix, p. 106.)

1. Children need care while mothers attend meetings. Club leaders, 4-H girls, Girl Scouts, college classes, church groups, or other organizations may assist.

2. There should be play equipment for all ages of children.

3. Librarians might train volunteers to read or tell stories to children, while mothers are in meetings.

Tours

Tours offer a dramatic and vivid way of teaching. Unless you are using them as interest-getters, they serve best by supplementing teaching that has gone before. They introduce many new dimensions.

Poor people are often described as "locked within a certain area." Frequently they may not have ventured far from their homes. For this reason a tour might be a very broadening experience. At first short trips might be practical. Sometimes these homemakers or their children have never visited a supermarket, a library, or department store, etc. As you discuss certain subjects, a tour may evolve as part of learning.

Plan the tour in detail. Planning can stimulate all kinds of interest. "What shall we wear?" "How do people behave at.....?" "What will we see?" Such questions can be answered to prepare the learner and to provide knowledge at a teachable time.

Of course, contact would be made previously at the place to be visited so every opportunity to learn would be open. Likewise, the planner should consider many ways to make the experience pleasant and interesting.

Consider complete safety for the trip. The planner must assume responsibility for the group. Investigate group insurance. It is inexpensive. A costly accident to a poor person would be a disaster. In fact, buying insurance for a few cents per person might open up an interest in learning about money or business matters.

Leaflets

What better followup than a leaflet to reinforce what was taught! Fortunately, readable and specific leaflets are being written now for this audience.

Be sure to select leaflets to fit the reading level as well as the specific interest of the homemaker. If none is available, you might write something yourself.

The program assistant has an excellent opportunity to discuss leaflets personally with the homemakers. Don't assume that the homemaker will study the leaflet just because it is given to her. The program assistant should go over the leaflet with the homemaker and make it sound alive and interesting. She can point out a step that might be difficult, or a part that fits the homemaker's situation. They can look at the pictures and discuss what these mean. In short, a good teacher can inspire a learner to want to read and use a leaflet.

The program assistants must be well acquainted with any leaflet used. To make sure they are familiar with it, teach subject matter to program assistants from the leaflet intended for the homemaker. Respect for written materials can be developed if program assistants help families devise a place to keep leaflets, recipes, etc.

Letters

Letters used with this audience should be carefully fashioned to fit. When attached to a familiar agency or name, the letters will get attention. For example, Extension agents have worked with local welfare departments to include a brief letter on a timely subject to be enclosed with each welfare check.

Used as a single method, circular letters to this audience ordinarily do not bring much response. However, a personal letter as a meeting followup has sometimes proved effective.

Flyers

Under-the-door flyers used with families in public housing brought substantial learning. These were written on various homemaking subjects to reach homemakers who received little mail and who did not come to meetings.

Although the method may not be practical for other than an urban housing situation, it seemed to work there, especially for homemakers with above fourth-grade education.

Visuals

Visuals are a "must." They should hold interest, make the important points, and be as attractive as possible. For home visits and small meetings simple homemade illustrations may be more effective than sophisticated styles.

Program assistants need practice in learning how to improvise visuals from magazine pictures, flannel boards, cardboard boxes, or objects. Program assistants often show talent in preparing these and can be taught the best ways to use them.

Role Playing

Role playing is an effective way of training nonprofessional people. The experience of "skits" helps prepare program assistants to meet real situations and to consider what to say or how to act.

The "skits" should be planned so they are more than fun. They should have a definite content, and structure. Stop them when the points are made. Draw conclusions.

Further Suggestions on Techniques

1. Watch examples. Use examples generously but for each example ask the question, "Does this fit the experience of the low-income homemaker?" If so, it can be rich in meaning. This is why a good teacher must be familiar with the way learners live and must avoid references that have meaning for only middle-class families.

2. Be explicit. Never assume the program assistants or the low-income audience know what you know. Start from the very beginning. Explain all the details. Use many illustrations. Repeat often. Summarize several times. Have learners explain what they heard or understood. Never take any background or learning for granted. Go slowly and be patient about all details.

3. Involve learners in doing. Provide activity for the learners as soon as possible. Talk that delays "doing" may ruin interest. Include the homemaker in the activity. Involvement creates a learning opportunity and keeps interest high.

4. Avoid creating frustrations in learners. The lack of resources can be frustrating unless the teacher is realistic and perceptive. A homemaker can be upset if she is expected to have supplies that she has no money to buy. Can the homemaker read well enough to follow written instructions?

5. Help program assistants plan for children. In contacts with low-income families, program assistants will interact frequently with children. If planned, opportunities to influence children become valuable.

   Program assistants will need to know a few basic principles of child development. They may use such principles in casual conversation with parents and apply them to simple ideas for play and play materials.

   Most of all the program assistant should know how important her relationship is to each child.

   See "You and the Children" Section 4, p. 86, for suggestions to program assistants.

6. Plan for success. The program leader and every program assistant should plan to start where the low-income homemaker can succeed. This audience especially needs to succeed at something.

REINFORCING THE PROGRAM ASSISTANTS' MORALE

Helping program assistants gain satisfaction from their work is important. A program assistant who considers her work important and enjoys it can perform better, will be more apt to stay on and thus use the training invested in her.

Program assistants may be motivated by these rewards:

1. Pay for work is a great motivator for some. For others, service to others is rewarding.
2. A sense of "motherliness" inherent in the work--watching others "grow."
3. Certificates for their training and service given at achievement programs or community gatherings.
4. Slides of their work shown to community organizations with the assistants' role explained.
5. Pride in wearing a uniform which their group has decided upon.
6. Newspaper pictures and articles about their work with homemakers (not mentioning low-income audience as such).
7. Having their advice sought by agency representatives.
8. A special pin or symbol awarded to wear as a badge of honor.
9. A special party or picnic on their own or for them--or a tour, such as a trip to a cultural center or a place new to them.

SUGGESTIONS FOR EVALUATION

Built in evaluation is recommended. Plan it before teaching or training. In this program, evaluation may be approached in three ways:

1. Check on how well program assistants are learning as training progresses.
2. Train program assistants to watch for evidences of their teaching.

3. Find changes made by homemakers participating in the program.... long-term progress.

Checking Learning of Program Assistants

"Before" and "after" questionnaires used with program assistants will set a benchmark and reveal changes. The questionnaire probably should evaluate adoption of practices as well as knowledge. For example, when a program assistant has never before used powdered milk but adopts the idea herself, she will be more effective in teaching this to others. The change in practice is evidence of teaching and learning.

Suggestions for such a questionnaire:

1. Plan it to cover what will be taught--that is, to cover objectives.
2. Keep it direct and not too long. (Let's not frighten the newcomers.)
3. Use simple wording and avoid implying the correct answer. (Also, no tricky questions.)
4. Pre-test for clarity of meaning.
5. Give it twice to some program assistants: Early in training and sometime later.
6. Avoid making it like a school test.
7. Check completed questionnaires for progress of learners.

Training Program Assistants to Watch for Evidences of Learning

Three kinds of check-ups by program assistants are listed in their handbook. See Section 4, p. 94. It tells them how to record evidences of learning that they observe.

They can keep this record in each homemaker's file or in a daily log, or both. At some time they will need to summarize these records. They will probably need guidance in doing this--certainly an assignment.

Train program assistants to listen for verbal clues to attitudes of homemakers. Simple remarks have meaning. You can encourage program assistants to discuss this with you and also with other program assistants.

Long-Term Progress

After 6 to 8 months or a year you will want to show or prove some results.

Evidence of progress may be collected by actual visits to homes, through reports of the program assistants, or in other ways. Results may be measured by example or by numbers, or both.

You might ask how many homemakers showed any of these signs of progress:

1. Were inspired to change. (Interest created and attitudes changed.)
2. Increased self-respect.
3. Improved housekeeping and sanitation practice.
4. Showed changes in managing on a limited income.
5. Improved food preparation and nutrition of family.
6. Kept children in school who were potential dropouts.
7. Became better parents. (Specify.)
8. Improved family clothing and its care.
9. Had a more satisfying family life. (Specify.)
10. Became better prepared to get or hold a job.
11. Improved appearance of their home.
12. Improved health of the family.
13. Improved safety of the home.
14. Broadened community understanding or relationship.

CHECK LISTS FOR TRAINER AGENT

1. Do you maintain your role as an educator in charge of purposeful learning?

2. Have you established good relationships with other agencies?

3. Do you inform coworkers and program leaders in your own agency about this program and get their help?

4. Can you relate to the low-income audience and feel empathy for them?

5. Have you created "learn by doing" situations?

6. Do you analyze each training effort to improve your approach?

7. Do you test teaching materials to see if they are realistic for this audience?

8. Do you use the positive approach?

9. Do you plan for and give individual counsel and support to program assistants in addition to group training?

10. Can you enjoy satisfactions through the program assistants rather than firsthand experiences with this audience?

11. Do you help program assistants recognize progress by observing changes in people--the way they feel, talk, act, and dress?

12. Do you record results as you go, so program evidence can be summarized?

13. Are you helping people set goals they can realize?

14. Do you manage to get information and reports about the program to all agencies and organizations involved?

Another way of appraising yourself is to determine whether the following nine conditions of learning have been provided (From Dr. Ralph Tyler, Educator):

1. Motivation--People are motivated by factors in their social environment. We merely identify and make use of this motivation. Such motivation falls generally into three categories: (1) the need to belong, to feel at home with peers; (2) the need for satisfaction or for learning some concept or skill; (3) the need to understand the world in which they live.

2. Desire to Change--We have to capitalize on the dissatisfaction of people because it means they want to change. Sometimes it means we must help them become dissatisfied in order to change.

3. Goal--In learning, we must have goals which are attainable.
4. Sequence--The learner wants sequence--an ever broader and deeper view.
5. Satisfaction--Satisfaction is necessary for continued effort.
6. Guidance--Guidance is necessary in the tough spots, but not in all spots.
7. Time--Time must be allowed for practice of a new behavior. Learning is not measured in a minute.
8. Material--We must give something to practice on and watch the "feed back."
9. Evaluation--A yardstick is needed to measure progress. No yardstick--no satisfaction, and no continued progress.

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(Use early in training.)

WHAT DO YOU DO?

(Suggested quiz to be given to program assistants (1) to learn their background and set a benchmark, and (2) same test later to check their learning or changes made.)

1. When you buy milk for drinking, which do you do most often? (Check the one you do most)

   a. Buy milk from milkman _____
   b. Buy milk at the grocery store _____
   c. Buy milk at the grocery store and mix it with powdered milk _____
   d. Buy powdered milk and mix it with water _____

2. At how many meals each day do you drink milk? (Check them)

   a. Breakfast _____
   b. Lunch _____
   c. Dinner _____
   d. Between-meal snack _____ How often per day? _____
   e. None _____

3. Write down any of the "Basic Four" food groups that should be in each day's meals:

   a. ________________________________

   b. ________________________________

   c. ________________________________

   d. ________________________________

4. Check all of the following that you know how to do:

   _____Bake cookies.
   _____Make vegetable soup (not canned soup).
   _____Make a stew from left-over meat.
   _____Make muffins (or cornbread or biscuits).
   _____Bake a pie.
   _____Make a cake from a packaged cake mix.
   _____Make a powdered pudding mix.
   _____Make and bake a casserole (dinner-in-a-dish).
   _____Prepare and unmold a gelatin salad.
   _____Mix powdered milk.
   _____Cook vegetables to save their food value.

5. Do you write down your grocery list? (Check one)

a. Usually _____ b. Never _____ c. Sometimes _____

6. Do you study grocery ads in the newspaper before you buy your groceries? (Check one)

a. Usually _____ b. Never _____ c. Sometimes _____

7. Do you write down the way you spend your money each day? (Check one)

a. Usually _____ b. Never _____ c. Sometimes _____

8. Check all of the following you know how to do:

_____Make a shelf for dishes or spices.
_____Paint a room.
_____Paper a wall.
_____Make a waste-paper basket.
_____Wax a floor.
_____Patch a window screen.

9. How often do you use bleach when you do the washing? (Check one)

a. All the time _____
b. About half time _____
c. Never _____

10. Where would you store supplies that are poison--bug spray, rat killer, bleaches? (Check one)

a. In kitchen cupboard _____
b. Bathroom shelf _____
c. Anywhere high _____

11. What house work do you enjoy most? ______________________________

____

12. What house work do you like least? ______________________________

____

13. Check all the these you know how to do:

_____ Thread a sewing machine.
_____ Change the hem in a dress.
_____ Rip out a broken zipper and put in a new one.
_____ Make curtains.
_____ Shorten a pair of men's pants.
_____ Take measurements to buy a dress pattern.
_____ Set an automatic iron to press a nylon dress.
_____ Put in a patch.
_____ Make a simple dress.

14. Remember when you bought your last coat (or some other piece of clothing)? In how many different stores did you shop?

a. One _____
b. Two _____
c. Three or more _____

15. When you are shopping for a cotton blouse how important are the following? (Write 1 by the most important, 2 by the next, 3 by the next and 4 by the least important)

a. Price _____
b. Style _____
c. How well it is made _____
d. Ease of care _____

16. Do you ever buy any used clothing for yourself or your family? (Check one)

a. Yes _____ b. No _____

(Use early in training.)

THE IMPORTANCE OF PROGRAM ASSISTANTS
(Teaching Outline)

Aim:

To help program assistants appreciate the importance of homes and why program assistants' work is important in helping families have desirable home life.

Discussion with program assistants

A. Ask program assistants to name where people learn. (List on blackboard)

-They will mention school, work, play, Sunday school, friends, etc. (Include home, parents, family)

-Draw star or circle around home, parents, or family.

B. Ask program assistants to mention the things or kinds of things people learn at home, in a family, or from parents.

-They may say: courtesy, honesty, cleanliness, what mother does, what father does, to cook, how to get along together, etc.

-Make the list inclusive. Group qualities together, such as skills, appreciations, etc.

C. Discuss where else people could learn these things if no homes existed, or if a home fails. What would be the result?

D. Draw conclusions:

1. A good home is very important for every child to learn important things.
2. Some things can be learned only from parents or in a home setting.
3. Good homes are important to our Nation (society).
4. Some homes (or homemakers) need assistance and knowledge to provide a more desirable setting for their family living.
5. For this reason the program assistant can do very worthwhile work.

VALUES
(Discussion Guide)

Teaching about values is important. Here are four exercises for discussion. Drawing conclusions will help clarify how values fit into the program assistant's job.

A. It's fun to talk about values because the answers vary.

For example, try these "for size":

1. If you had some "free" time, which of these would you do:

____Read a magazine?
____Go to an amusement park?
____Mop your kitchen floor?
____Or ____________________

2. If you won a contest prize of $500, would you:

____Save it?	____Spend it for a trip?
____Invest it?	____Buy gifts for your children?
____Spend it for clothes?	____Or ____________________

Notice that--

Your answer may be different from answers of others.

What everyone answers depends on what seems important to that person at this time.

We are talking about VALUES--what we put first, or choose as being important.

B. Program assistants may discuss the following situation and point out how people's choices show us their values:

A woman has just enough time to dress and go to a meeting. Suddenly she sees that her shoes need shining. If she stops to shine her shoes, she will be late for the meeting.

1. If she shines her shoes: What value does she show us? __________

2. If she does not shine her shoes: What value does she show? ________

C. Examples of values. (Ask program assistants to give examples and discuss.)

1. If a homemaker placed a high value on cleanliness, name some things she would insist on doing in her home: ____________________

   (Examples: wash her hands before cooking; keep the floor swept; use hot water for washing dishes; have screen at the windows.)

2. If a homemaker places a high value on order in her house, name some things she would insist be done in her home: ______________

   (Examples: hang up clothes, keep kitchen table cleared, pick up paper, use a trash can.)

3. If a homemaker placed a high value on safety, name some things she might do in her home: ______________________________________
   ____

D. A group activity about family values:

1. Trainer agent can find magazine pictures to represent the sets of values listed later.

2. Prepare pictures for use on flannel board or a set for each two program assistants.

3. Give each program assistant a written list of values. (Use two different sets for variety.)

4. Ask each person or pair of program assistants to match the values with the pictures and rank in order of importance as she sees it.

5. Discuss how and why they ranked the values as they did.

Set A--Pictures	Set A--Values (List)
Car	Owning a home
Bill or receipt	Three good meals a day
Young person with books	No debts (keeping bills paid)
House	Keeping the children in school
Food or meal	Having a good car

(Find in magazines)

Set B--Pictures

Mattress or bed
Dishes or pans
Glass or pitcher of milk
Shelves
Window with curtains

Set B--Values (List)

Milk for health
Equipment for cooking
A place to put things
Pretty windows
Sleep and rest

Conclusions

Our values show in our homes.

YOU will show the homemaker some new values.

The homemaker may trust you enough

and

Find these values satisfying enough to

ADOPT THEM too!!

THE HIERARCHY OF HUMAN NEEDS[1]
(Suggestions for Teaching)

Aim:

Program assistants to understand their part in helping homemakers reach the different levels of satisfaction as they arrive at each stage of development.

1. The trainer agent will explain and interpret in simple words The Hierarchy of Human Needs. (p. 45)

   Use visuals.

2. Hold discussion with program assistants to make sure they understand how it applies to everyone and especially to the homemakers they work with.

3. Assign each program assistant to:

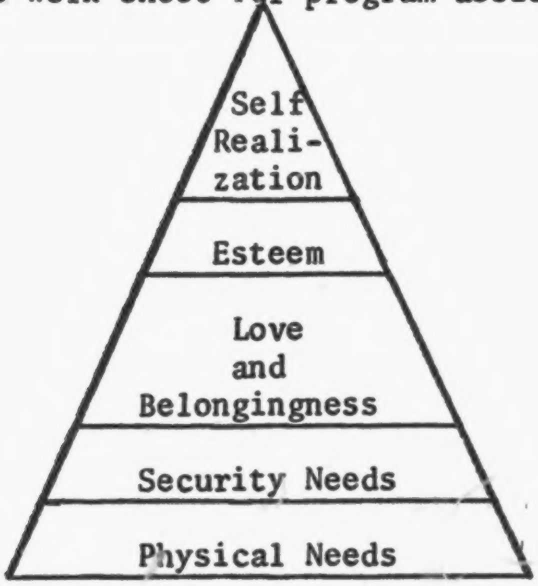
   a. Think of a homemaker who cooperates.
   b. Point out what kind of needs the homemaker has had satisfied.
   c. Decide what needs the homemaker has now and how these can be fulfilled. Use Need Chart, p. 46.

4. Discuss above assignment in individual conferences with program assistants if possible.

---

[1] A. H. Maslow, Motivation and Personality

The diagram pictures a sequential analysis of human needs with each set of needs dependent on fulfillment of the set below it. These apply to all of us and can help us understand how homemakers respond. You can use the diagram to explain hierarchy of needs to the program assistants. (Also see work sheet for program assistants, p. 46.)



1. First needs are physical. A family that is ill or hungry cannot move, do, act, or learn until this need is taken care of.

2. Security needs demand attention next. Knowing one is safe within a pattern of life is important. A homemaker has a need to know what may happen to her or her family if she participates in the program. Will this action cut off her welfare check, threaten her husband's work, etc.? She needs to know what to expect and to feel safe.

3. A desire to be liked then becomes a third need. At this point the homemaker will do many things if someone cares. Being praised and feeling accepted will be of great importance. For this reason she may respond for or because of the program assistant herself. A small failure could make her feel rejected as a person. She will need much support, assurance, and personal warmth.

4. Esteem needs are next in the development after other needs are satisfied. Not only does the homemaker want to be liked, she will then wish to be regarded highly by others--as the woman who makes the best cake, dresses her children well, has a clean house, etc. In this way she gains confidence and feels necessary in the world.

5. The need to develop one's potentialities. A person is free to make the most of herself only when she feels that the preceding four needs are being adequately met. She can then attend to developing her own unique potentialities. She wants to learn simply because she wants to be a "fuller" person. She will have pride and self-respect. She can show individuality in the face of social pressure. She will dare to have her own opinion and to express it.

THE NEED CHART
(For Program Assistant's Use)

(Homemaker you have in mind ______________________________)

1. Mark her progress* on the Need Chart.

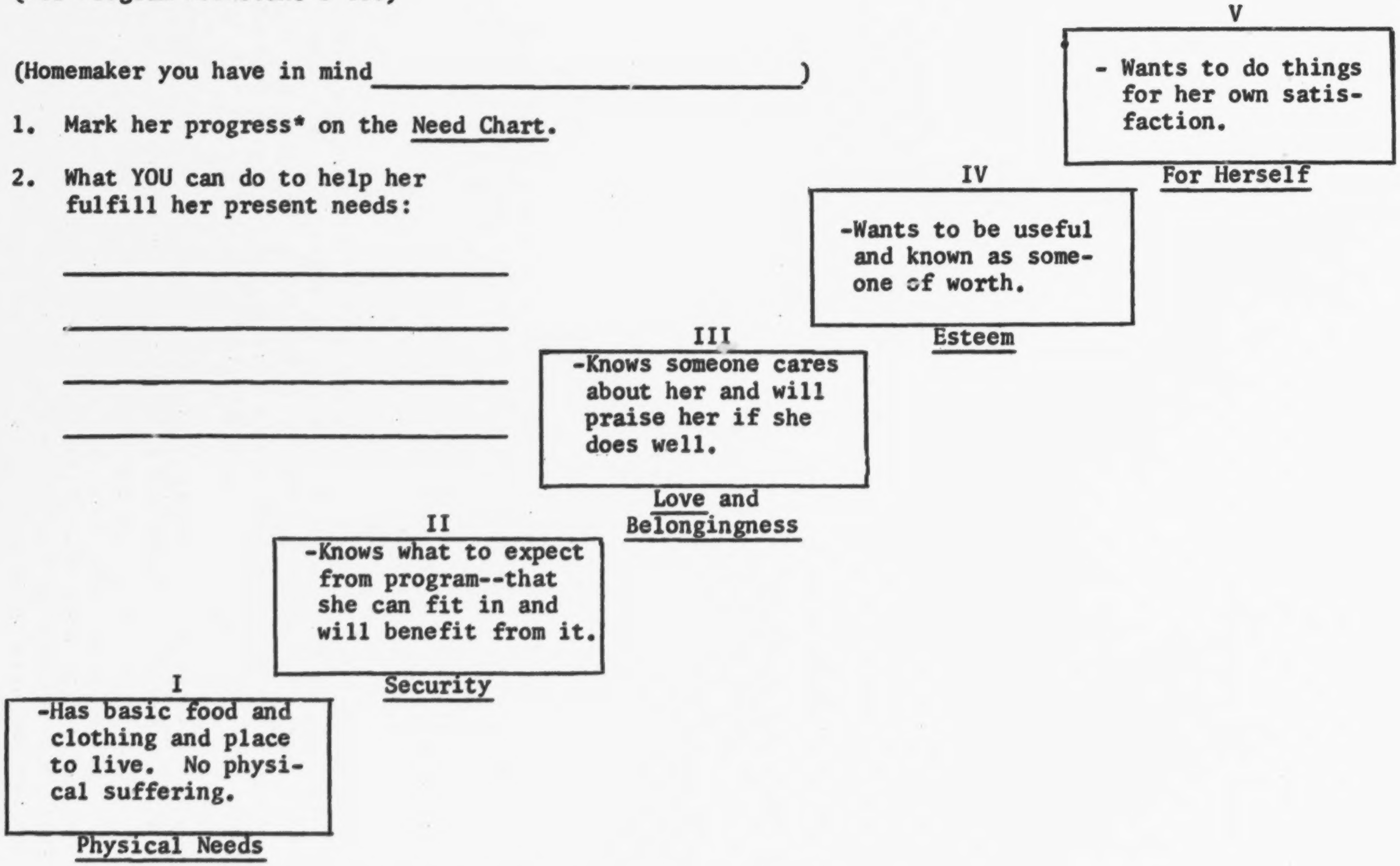
2. What YOU can do to help her fulfill her present needs:

   ____

   ____

   ____

   ____



V
- Wants to do things for her own satisfaction.

For Herself

IV
-Wants to be useful and known as someone of worth.

Esteem

III
-Knows someone cares about her and will praise her if she does well.

Love and Belongingness

II
-Knows what to expect from program--that she can fit in and will benefit from it.

Security

I
-Has basic food and clothing and place to live. No physical suffering.

Physical Needs

*Her progress will be in terms of how she feels about this.

Note: She must take each step in order shown.

FACTORS THAT INFLUENCE LEARNING
(For discussion)

There are driving forces within us which we call motives and these help us to grow, to change, and to learn. Usually we learn:

1. If we want to
2. Because we have to
3. Because we are able to
4. According to how we feel physically
5. When we are interested
6. When the learning makes sense and seems worthwhile
7. When we set goals
8. If the risk is not too great
9. If our values do not block us
10. When we want to learn a new skill or improve old skills
11. When it is satisfying
12. When we can control our anxieties

Learning means action. The learner must "discover," "come to know," "learn a skill," "notice something new," "change his opinion."

When we learn we are reorganizing all we know. At the same time we may be unlearning some things. We may be shuffling and sorting ideas or readjusting our attitudes.

As a result, one's behavior changes because in the process the learner has changed. Teachers don't really teach--they help people learn.

Suggested Exercise: Give examples of learning in each of the situations numbered (above).

HOW ADULTS LEARN
(Discussion Guide)

Principles of Learning

A simplified version of this discussion appears in Section 4, p. 81.

Here's the principle:	An example:
1. READINESS	
Each learner has a "teachable moment"--a time when she is interested or ready for a new idea.	Mrs. G. was ready to learn about powdered milk when she discovered it tasted good and it saved money.
2. CONNECTION	
A learning experience should be linked to what the learner does now or believes important.	Mrs. L. was interested in baking cookies because her children liked cookies.
3. DOING	
Adults learn by doing. Learning is a personal experience involving feeling and thinking.	By following along with the program assistant, Mrs. G. mixed the powdered milk herself. Once she had done it under supervision, she knew what to expect. She would have more self-confidence in doing it the next time.
4. WHEN	
All learners do not adopt an idea at the same time. People go at their own speed and are influenced by various factors. Some may never accept the whole idea.	Mrs. M. was aware of powdered milk about 3 years before she tried it. Mrs. G. started using it about 10 days after she learned about it.

5. TIME

Decision to adopt an idea usually takes time. Final decision usually comes after a series of stages--awareness, interest, appraisal, and trial.

Mrs. M. hears that powdered milk is available (awareness). She may see how it looks and discover her neighbor is using it (interests her). She discovered its low cost and considers how it would work for her (appraisal). She tries it. If successful, she tries again.

6. FOLLOWUP

Learning needs practice and support--also satisfactions and encouragement.

Mrs. M. mixes milk because:
- The program assistant praises her.
- The children enjoy it.
- She gets another recipe using milk.
- Her husband shows pride in her skill.
- Each time she mixes it, it is easier to do.

7. INFLUENCE

Learners are often influenced by friends who have learned.

Mrs. M. said, "If Mrs. G. can do it. I can, too."

(A program assistant may influence others by sharing her learning experiences.)

Barriers to Adult Learning

1. Fear of failure. (Failure at school, in marriage, in jobs, etc., causes fear of losing again.)

2. Dislike of school. (Learning should be informal and different from the schoolroom.)

3. "Too old to learn." (Emphasis on education for the young has conditioned many people to believe they cannot learn as adults.)

4. Competition for time. (Some families are occupied with problems of survival.)

5. Interfering past experiences. (Old learnings may conflict with the new or keep a person from listening.)

6. Lack of opportunity. (People can't learn if they don't know what there is to learn.)

7. Lack of fundamental learning skills. (A person who doesn't read or write well is hampered from learning.)

LOOKING FOR LEARNING
(A Case Study)

Characters: Mrs. Mary Cobb, Program Assistant
Mrs. Seymour, Homemaker
Johnnie Seymour, aged 4 years

Setting: The Seymour home on a spring morning.

Your assignment:

Part 1. What progress would you say Mary Cobb was making with the Seymour family? Pick out every "hint" that shows someone in the family learned.

Part 2. How many times did the program assistant support the homemaker's comments?

Part 3. What are some interests and concerns of the homemaker that will help plan future programs?

When Mary Cobb drove up to the Seymour home for a working visit, four-year-old Johnnie came running to meet her. He was wearing a badge with his name on it. This told Mary she was expected.

"Hi, I'm Johnnie!" he called out.

"Hi, Johnnie. Remember me? I'm Mrs. Cobb," answered Mary, "My, I'm glad to see you so full of pep this morning."

"Guess what I had for breakfast," said Johnnie, eyes aglow.

"Mmm, let's see," replied Mary, gathering up her kit and supplies. "A jelly sandwich? Peanut butter? Scrambled eggs?"

While Mary guessed, Johnnie danced up and down and kept shaking his head. He liked to play this guessing game with her.

By this time they had reached the front door, and Mrs. Seymour appeared. Mary and Mrs. Seymour greeted each other while Johnnie hopped around urging Mary to keep guessing about his breakfast.

Finally Mary confessed she had to give up. "What did you have for breakfast, Johnnie?"

"Mush," he said importantly, "With bugs in it!"

"Bugs?" Mary asked.

Mrs. Seymour laughed. "They were raisins," she said.

Johnnie was full of glee. (He is expanding the game by adding an element of shock which children of this age love to do.)

"Do you like mush with...uh, bugs?" Mary asked Johnnie.

He nodded his "yes" and continued to beam.

"That's a good way to use cornmeal, Mrs. Seymour," Mary commented. "And milk? Did you have milk with it?"

"Oh, yes. I used half whole milk with half made from dry milk. The family like it fine. The girls didn't used to eat breakfast before they went to school." She sighed. "I just finished mopping the kitchen floor. It's still hard to keep it clean, even if I don't get down on my knees to do it any more. Everyone tracks in so much dirt and mud."

"The floor looks very nice," Mary observed. "Maybe we can think up a way to....."

Johnnie interrupted. "Did you bring your toys?"

"I forgot to bring them in," said Mary. "Why don't you show me what you play with."

"Get your clay," said Mrs. Seymour to Johnnie. "I made him some modeling clay like you showed me. The girls say it's like they have at school."

"That's good. Mrs. Seymour, I wonder what we could do to keep mud from being tracked in?" asked Mary.

"Here's my clay," said Johnnie, both hands clasping a hunk of green clay.

"O. K., Johnnie. Isn't that nice clay? Now let's see what you can make out of it," replied Mary. "Mrs. Seymour, I was thinking about old boards. If we had old boards to lay down outside the back door..."

Mrs. Seymour interrupted. "There's plenty of old boards out back and it wouldn't hurt anything to lay down some of 'em. Oh," she added, "there's Alice and Jennie, come to help make curtains. I kind of worried about getting stuff ready. I could only find one needle."

Mary opened her sewing kit. "I brought enough needles to use today," she said.

****

Case Study Interpretation (For discussion)

Part 1.

Mrs. Seymour had cooperated in many ways. She showed interest in going on. She seemed bothered about getting ready to have friends come to her house but she was going through with it.

These are signs that someone "learned."

- Johnnie was wearing his name badge. He called out his name. He and Mary greeted each other by name. He was conscious of his name. (During the visit his mother did not once call him by name.)

- Johnnie was proud of eating breakfast. He seemed to think it a good meal.

- Mother had made modeling clay for child. This helped child play creatively.

- He had learned to play the "guessing game" with the program assistant.

- If Mrs. Cobb had taught the use of cornmeal or given a recipe for mush, she would assume the homemaker had used this lesson. The program assistant may have suggested adding the raisins.

-Homemaker was stretching her food dollar by mixing half whole milk and half made from dry milk. The family accepted it. She was concerned about whether they would.

-Girls had begun eating breakfast.

-Homemaker tries to keep kitchen floor clean and had used better management practices.

-Homemaker had learned to follow through with assignments.

-Homemaker had invited friends to her home--evidence of pride, self-respect, and a desire to share and work with others.

-Program assistant had made an assignment. Homemaker had attempted to complete it (have material, needle, etc.)

Part 2.

How many times did program assistant reinforce the homemaker as housekeeper and mother?

-"That's a good way to use cornmeal."

-Could have complimented her for using half whole milk and half dry milk.

-"The floor looks very nice."

-Good, you made the modeling clay.

-"Isn't that nice clay?" (Indirect praise.)

Note: Only 3 or 4 comments of praise! The program assistant might easily have offered much more praise because the homemaker had tried hard and had applied many recommendations. Of course, Mary's warm, friendly attitude was surely reinforcing. Also, she remembered to bring needles so Mrs. Seymour would not be embarrassed by not having enough. (This is real support.)

Part 3.

What are some interests and concerns for future program?

-Homemaker voiced concern about care of the floor. Program assistant was quick to discuss this--even offered help.

-Homemaker might be interested in preparing more breakfast foods the girls like. The mother seemed pleased the girls eat breakfast now.

-The curtains and the windows may bring up other ideas about the house which could be developed.

Note: The program assistant was showing a good relationship with a child. The mother could model after this. Mary recognized Johnnie by name; she played a "guessing game" with him; she was patient with his interruptions; she gave him assignments ("Show me your toys," "see what you can make"). The whole first section indicates reinforcement for both Johnnie and his mother. Johnnie's social development makes his mother feel good.

THINGS TO THINK ABOUT
WHEN
HELPING PEOPLE

"She has never asked for help."

"Why didn't they ask, we'd have helped" are frequent questions of those learning to work with disadvantaged families. A discussion on "helping" may prevent errors by program assistants and avoid disappointments.

Consider What It Takes To Ask For Help:

1. An admission of failure and defeat.

2. A willingness to expose one's weakness.

3. A willingness to be advised and accept power over one's life.

4. A willingness to risk the unknown--to give up the present, however bad, for something that may be worse.

- All helping takes place within a relationship. And a relationship is a two-way thing.

- Helping is not a thing or commodity. It can be offered, but not given.

- Our relationship with those to be helped must be one in which negative feelings can be expressed without fear of blame, anger, sorrow, or loss of face.

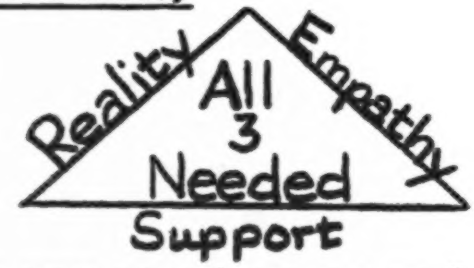
- The relationship must be centered entirely on the interests of the person served.

- Helping must deal with real things and immediate needs. (Even if unpleasant.)

- Help must be based on belief that people can be taught, helped, and encouraged.

Trinity of Helping

(One of the three parts is ineffective without the others.)



Interpretation of the diagram might be:

1. (Reality) "This is it."
2. (Empathy) "I know it is difficult."
3. (Support) "I am here to work with you if you want me and can use me."

Reality means recognizing the true situation. It should not involve false reassurances or overprotection.

Empathy is feeling with and for a person, not like him. Empathy means you accept or respect the person yet may not agree with what he does or how he lives.

Support offers material help and boosts the spirits.

These are part of a helping feeling between two people:

1. Sincerely wanting to understand.
2. Being sensitive to the other's attitudes.
3. A warm, friendly interest without emotional overinvolvement.

Attitudes speak more loudly than words. Even so, a program assistant's intentions may be misinterpreted. In the long run, it's what the homemaker thinks is intended that counts.

YOUR REACTION ON A HOME VISIT
(Discussion guide. Use early in training.)

Suppose--

You stopped to talk with a homemaker and found some or all of these things:

- Dirty dishes on the table
- No curtains at window
- No place to put or hang things
- The beds stacked with clothing
- The toilet plugged up
- No screens at windows
- A littered floor

A. Describe your first reactions.

The personal feelings of the visitor are reflected in what she says and does. One can develop an attitude that supports the purpose of the program.

B. Describe a feeling of empathy you might have.

If you do not judge, if you can be sympathetic yet not agree, if you want to understand--you can "get through" to the other person.

C. Where or how would you begin?

Homemaker may lose interest unless she can start where she wants to begin. She may be interested in learning to dye a sweater first, rather than attack one of the above problems directly.

Note: Study "Home Visits" in Section 4, Handbook for Program Assistants. Use with suggested role playing.

BUILDING RELATIONSHIPS
BETWEEN
PROGRAM ASSISTANT AND HOMEMAKER
(Work sheet)

Although our attitudes are always showing, what we say counts too. Let's assume you make some statements from the left column during a home visit. How do you think they affect the relationship between you and the homemaker.

Your assignment:

Fill in the blanks with a letter from the right-hand column. Each letter stands for a feeling the homemaker may have because of your comment.

-Explain why she might feel this way.

-How else might you have made the remark?

If you said:

_____ 1. "I'd like to show you how I make the kind of cornbread my children brag about."

_____ 2. "Next time I come I'll bring you a blouse pattern."

_____ 3. "Isn't your husband working?"

_____ 4. "I noticed your clean floor."

_____ 5. "What is your favorite pan--the one you use most?"

_____ 6. "You haven't cleaned this room lately, I guess."

_____ 7. "Do you have any curtains?"

_____ 8. "Why don't we try to fix this step?"

_____ 9. "What do you think?"

Response you might get from homemaker

a. Respect for you
b. Respect for self
c. Hope
d. Interest
e. Self-confidence
f. Pride
g. Cooperation
h. (Other)_____________________

Response you might get from homemaker

s. Anger
t. Confusion
u. Uncertainty
v. Apologies
w. Fear
x. Lack of self-respect
y. Over-dependence
z. (Other)_____________________

Your conclusion: How do you influence the homemaker's response?

ROLE PLAYING SKITS
(For trainer agent)

See "Methods and Techniques" in Section 2, Training Program Assistants, p. 26.

One good way to learn is to be involved in an experience. A "staged experience" is an opportunity to make mistakes that won't really matter, yet give experience that is deeper than listening.

The following suggestions may help you teach your program assistants:

-Be sure to structure the following skits carefully.

-Write out the parts each is to play.

-Feel free to stop the skit the minute the points are made.

-Always discuss what the players said and effects created.

(Suggest players reverse roles and try it again.)

Skit 1. How to make a home visit. Refer to Home Visits in Section 4, p. 76, Handbook for Program Assistants. Use role playing.

Skit 2. Using Yellow Cornmeal.

Mary Cobb, the program assistant, knows the Reed family has several bags of yellow cornmeal on hand from surplus commodities. Mary wants Mrs. Reed to see the importance of using all her resources. Mary hopes to convince Mrs. Reed that yellow cornmeal is a good food to use.

Mrs. Reed	Mary Cobb, Program Assistant
-Thinks yellow cornmeal is for chickens.	-Hopes to show how homemakers can use what is on hand.
-Knows Grandpa will make fun of it.	-Knows yellow cornmeal has more more vitamins than white meal.
-Doesn't like it herself.	-Uses yellow cornmeal herself.

Skit 3. Signing a Credit Contract.

Mary Cobb has shown Mrs. Clark some pointers on fitting dresses. Mrs. Clark is very interested. She wishes she owned a sewing machine.

On this visit Mary found Mrs. Clark about ready to buy a sewing machine. All Mrs. Clark had to do was sign her name and pay $5.00! The salesman had given her a special demonstration that morning. However, "something told me to wait and ask Mary Cobb what to do," she said.

Mrs. Clark	Mary Cobb, Program Assistant
-Thinks she could make pretty things for her children if she bought the sewing machine.	-Is pleased Mrs. Clark shows interest in sewing.
-Has not really considered price.	-Must point out the costs and price, and the importance of signing her name.
-Thinks the down payment is very reasonable.	-Wants to help Mrs. Clark think of several ways to get sewing machine.
	-Wants Mrs. Clark to make her own decision after knowing some of the facts.

Skit 4. An Upset Homemaker.

Mary Cobb finds Mrs. Raver upset. Mrs. Raver got her electric bill that morning but was not given credit for $2.00 she paid between bills. This made her very nervous and perhaps caused her to cut her finger with a razor blade when she was ripping seams. They had planned to re-fit a dress for Susie that day and Mrs. Raver expected to have it ripped apart.

Mrs. Raver	Mary Cobb, Program Assistant
-Wanted to keep her bills paid.	-Had expected they would get the dress cut out and basted today.
-Was afraid the company had cheated her out of $2.00.	-Knew the $2.00 credit on the bill was okay since Mrs. Raver had her receipt.
-Knew $2.00 meant a lot to her family.	

-Thought it was a "bad day" but didn't want to cry in front of Mary.

-Was disappointed to fail Mary by not having the dress ripped.

CASE STUDIES

You can give the following case studies to program assistants individually or in pairs. After they have analyzed the case studies they should report them, and the entire group should discuss the case studies.

Be sure specific suggestions are given to fit local situation.

Case 1.

Mary Cobb, program assistant, stopped to see the Smith family and discovered Emma, the 16-year-old daughter, at home from school. The girl was not ill but said she was not going back to school. After some conversation Mary found that Emma's "school dress" was torn and Emma had no substitute.

1. What could Mary do to help Emma?
2. Where could she buy second-hand clothing?
3. To what agencies could the family be referred? (By the trainer agent.)

Case 2.

When Mary Cobb, the program assistant, visited the Crane family she noticed that George, the 4-year-old, had a rag tied around his left leg and could hardly put his weight on the leg. He seemed cross and feverish. Mrs. Crane said George had cut his leg on a nail several days ago but the sore did not heal.

1. What should Mary do?
2. To whom should the family be referred? (By the trainer agent.)

Suggested followup: Have health service or community nurse meet with program assistants to discuss health services available to families.

Case 3.

In the Maxwell home Mary Cobb, program assistant, found Mrs. Maxwell reluctant to sew. Neither did Mrs. Maxwell seem to read the recipe when they were making cornbread. Otherwise Mrs. Maxwell was responsive and enthusiastic.

At last Mary interested Mrs. Maxwell in hemming a dress. When they were ready to stitch the hem Mary discovered Mrs. Maxwell had trouble threading the needle.

1. What could be done?
2. To whom could Mrs. Maxwell be referred? (By the trainer agent.)

Case 4.

When Mary Cobb, program assistant, was working with Mrs. Jones she found that the Jones family did not have enough silverware for the family to sit down and eat together. Mary happens to have some old silverware on hand because her husband gave her a new set for Christmas.

1. What advantages and disadvantages would there be if Mary gave her old silverware to the Jones family?
2. In what ways might this damage her role as a teacher?
3. What else might be done?

(Use later in training.)

PROBLEMS FOR DISCUSSION*

1. How long should you work with a homemaker who shows no improvement?

   Give her many opportunities and exposures to learn or try things, especially if she seems interested. However, if she makes no change, focus on other homemakers for awhile. You could tell her where to find you if she wants your help. Perhaps a followup later would bring a response. We never win 100% of the people.

---

*Suggested after program assistants have had some experience in making home visits or holding meetings.

2. How do you tell the difference between "doing for" the homemaker and helping her to learn?

   "Doing with" the homemaker is important at first. She can see how and can practice. You are there to see that she does not make mistakes. However, you can help her move from depending on you to doing it alone. This change may be slow but it shows learning. You can encourage it in many ways.

3. How firm or insistent should you be in working with homemakers in this program?

   At first you need to be definite and specific. Some homemakers may be confused by too many choices. They respond better to positive directions. It is not necessary to be "bossy" to be definite. However, a shift should gradually be made to allow homemakers to learn and to make choices on their own.

4. How do you involve the homemaker who shows no interest?

   You try many approaches and offer many ideas. If she shows one glimmer of interest, talk more about that interest. She may mention something she would like to have or do. Offer to help her do this. Ask for her ideas and opinions. Be sure to wait for her answer. Involve her in several ways. Leave pauses in your conversation so she can speak. Leave with a reason to return. With her, set a specific time to go back. She might become interested if you ask her to teach you how to braid a rug or have her tell you how she's been successful in keeping her children in school.

5. What would you do if you think the homemaker doesn't like you very well?

   Be as understanding as possible. By all means avoid an open clash. If she is greatly burdened with life she may not react to you as she would like to.

   Think about what you said to her. Right after a visit, for instance, you could write down every comment you made to her. Study these. How do they add up? How do they sound now? Try a new way. Try to work with her rather than against her.

   If your differences are great, be sure to talk this over with your supervising agent.

THREE-WEEK CHECK-UP*
(For Program Assistants)

After three weeks of work, what are your opinions and feelings?

Try checking yourself on these:

		Much	Some	Little	None
1.	Do you feel encouraged by any reaction of homemakers	______	______	______	______

Explain ____

____

____

		Much	Some	Little	None
2.	Do you feel overwhelmed by all the home problems you see?	______	______	______	______

Explain ____

____

____

3. Check what has been most difficult for you:

Getting ready for working visits ________________.

Getting homemakers interested ________________.

Inspiring homemakers to use what you've taught ____________.

Other (list) ____________________________________.

4. Describe how you see the job now.

____

____

____

____

*A time other than 3 weeks might also be suitable.

SIX-WEEK CHECK-UP
(For Program Assistants)

Congratulations on six weeks of working with homemakers! What are your opinions now?

Try checking yourself on these:

	Much	Some	Little	None
1. Do you see signs that the children or husbands appreciate the changes that homemakers have made?	______	______	______	______

Explain____

____

____

	Much	Some	Little	None
2. Do you see signs that the homemakers have more pride or self-confidence?	______	______	______	______

Explain____

____

____

	Much	Some	Little	None
3. Have you had some success in teaching indirectly (while doing something else--or showing it without speaking of it)?	______	______	______	______

Explain____

____

____

4. Check the areas most difficult for you:

Getting ready for working visits______________.

Finding concerns of the homemaker for future work____________.

Praising, complimenting, and giving support to homemakers_________.

Gathering a small group of 2, 3, or 4 homemakers to work together__________________.

Other (list)______________________________________.

5. If a stranger asked you what kind of work you do, what would you say?

____
____
____
____

HOMEMAKERS AS AN ADVISORY GROUP

After the program is underway a few weeks, you might find it helpful to form an advisory group of homemakers. It could help you and your program assistants evaluate the program and it could give direction to the program.

Have each program assistant bring one of her homemakers to a central meeting for an informal discussion. Provide transportation. Let homemakers tell what they learned, what families are doing, and what problems they have. Everyone would share ideas for programs. By keeping the meetings small and unstructured, homemakers are more likely to express themselves and to develop leadership.

HOW TO TEACH HOMEMAKERS*

(Here's a suggested guide that will help program assistants with their teaching. It also appears in Section 4, the Program Assistants Handbook.)

You may want to adapt the guide and use it, yourself, to train program assistants. You might expand sections--for example: in the TO SHOW section you could include posters, slides, film strips.)

****

When you teach your homemakers, you...

1. TELL
2. SHOW
3. DO
4. TELL AGAIN

---

* Developed by Lora M. Laine, Head, Home Management-Family Economics Department, Georgia; Mrs. Gladys Lickert, Housing Specialist, Kentucky; Mary Frances Lamison, Extension Specialist in Home Management, Minnesota; and Stella L. Mitchell, Home Management Specialist, Division of Home Economics, Federal Extension Service, USDA.

You can use any or all of these ways to teach things in the leaflets. Choose the ways that best suit the homemaker and are most comfortable for you.

TO TELL:

Talk about real situations.

To get the homemakers to talk about what they will learn that day...

- Ask questions
- Tell stories
- Get them to tell their experiences
- Tie in your experiences
- Use familiar sayings
- See if they agree

Don't preach!

Don't set yourself or your family up as an example.

TO SHOW:

We remember better what we see. Show what you want the group to remember.

Show how to do something using real things.

Use exhibits and displays--(show degrees of cleanliness--for example, clothes poorly washed, washed fairly well, and washed well) or use an example of your own such as window pane or dishes.

Use games:

1. (Make a game of identifying tools and supplies--what is each item and what is it used for?)
2. (Name the job--have them pick out the tools and/or supplies for the job. You may have them match jobs and tools.)

TO DO:

We remember longer what we "do."

Let each homemaker practice the "skill" that was taught.

Give them homework to do about the skill you have taught.

Have homemakers talk about this homework the next time you meet.

Encourage homemakers to try their own ideas. Give time for them to tell what happened.

TO TELL AGAIN:

Repeating helps people learn, so--tell again.

Pull out the main points of each lesson you teach.

Let the group tell the main points they learned.

Ask homemakers to practice teaching each other what they learned.

Other Suggestions:

Give an award to homemakers when they finish a series of lessons. This might look like a diploma.

Make sure homemakers know the meaning of the words in the leaflets.

SUGGESTED 4-WEEK TRAINING PROGRAM
FOR
PROGRAM ASSISTANTS

Twelve days of training interspersed with 8 days of home visits.
Objectives--See Section 2, p. 21.

FIRST WEEK
First Day

8:30 a.m. A. Get acquainted. (Coffee, name tags.)

B. Explain tentative plans for the next four weeks.
(1) Monday, Wednesdays, and Fridays will be spent in classes; Tuesdays and Thursdays on home visits. Classes from 8:30 a.m. to 5:00 p.m., half-hour break at noon, 15-minute breaks mid-morning and mid-afternoon.
(2) Lunch each day as part of the educational program.
(3) Informational part of program. Topics to be taken from Section 4, Program Assistants Handbook, mainly.

"The Audience to be Reached," Section 1, p. 4.
"What Do You Do?" (Quiz for background of program assistants), Section 3, p. 37.
"Your Job as Program Assistant," Section 4, p. 74.
"Standards for Program Assistants," Section 4, p. 74.

12:00 noon Lunch

"The Importance of Program Assistants" (Discussion), Section 3, p. 40.
"Home Visits," Section 4, p. 76.

Second Day Home visits.

Third Day
8:30 a.m. "Values," (Discussion), Section 3, p. 41.
Food lesson #1

12:00 noon Lunch

"The Hierarchy of Human Needs," (Discussion), Section 3, p. 44.
"The Need Chart," Section 3, p. 46.
"Getting Families to Accept You," Section 4, p. 80.

Fourth Day Home visits.

Fifth Day
8:30 a.m. "Keeping Records About the Family," Section 4, p. 80 and Appendix, p. 104.
Clean house lesson #1

12:00 noon Lunch

"Factors that Influence Learning," Section 3, p. 47.
"How Adults Learn," Section 3, p. 48.
"Looking for Learning," Section 3, p. 50.

SECOND WEEK
Sixth Day
8:30 a.m. "Things to Think About When Helping People," Section 3, p. 54.
"How to Get the Homemaker Interested," Section 4, p. 82.
Storage lesson #1

12:00 noon	Lunch
	"Your Reaction on a Home Visit," (Discussion), Section 3, p. 56. Clothing lesson #1 "How to Teach Homemakers," Section 4, p. 84. "Building Relationships Between Program Assistant and Homemaker," Section 3, p. 57.
Seventh Day	Home visits.
Eighth Day	
8:30 a.m.	Role Playing Skits, "How to Make a Home Visit" "Using Yellow Cornmeal" "Signing a Credit Contract" "An Upset Homemaker" Section 3, p. 58. Clean house lesson #2
12:00 noon	Lunch
	"You and the Children," Section 4, p. 86. "Parents and Teenagers," Section 4, p. 92.
Ninth Day	Home visits.
Tenth Day	
8:30 a.m.	"Community Resources," Section 1, p. 10. "Policies for Program Assistants," Appendix, p. 102. Food lesson #2
12:00 noon	Lunch
	Case Studies "Needs, Community Resources," Section 3, p. 60. Clothing lesson #2
THIRD WEEK Eleventh Day	
8:30 a.m.	Money management lesson #1 Storage lesson #2
12:00 noon	Lunch

	Clean house lesson #3 Clothing lesson #3
Twelfth Day	Home visits.
Thirteenth Day	
8:30 a.m.	Money management lesson #2 Food lesson #3
12:00 noon	Lunch
	Clothing lesson #4
Fourteenth Day	Home visits.
Fifteenth Day	
8:30 a.m.	Money management lesson #3 Clean house lesson #4
12:00 noon	Lunch
	Clothing lesson #5
FOURTH WEEK	
Sixteenth Day	
8:30 a.m.	Money management lesson #4 Food lesson #4
12:00 noon	Lunch
	Storage lesson #3 Child development lesson
Seventeenth Day	Home visits.
Eighteenth Day	
8:30 a.m.	Money management lesson #5 Food lesson #5
12:00 noon	Lunch
	Clean house lesson #5 Storage lesson #4

Nineteenth Day — Home visits.

Twentieth Day

8:30 a.m. Storage lesson #5
Food lesson #6

12:00 noon Lunch

Clothing lesson #6
"Did You Succeed?," Section 4, p. 94.

The suggested training program above may not fit your time schedule. For a one or two week program, home visits may need to be eliminated. A longer program could include more subject matter. The needs of your community or the nonprofessionals to be trained could change the kind and amount of homemaking skills to be included.

SECTION 4. HANDBOOK FOR PROGRAM ASSISTANTS

Terms and Titles to Help Us Talk Together 73

Your Job As Program Assistant 74

Standards for Program Assistants 74

Home Visits 76

Keeping Records About the Family 80

Getting Families to Accept You 80

How Adults Learn 81

How to Get the Homemaker Interested 82

How to Teach Homemakers 84

You and the Children 86

Parents and Teenagers 92

Did You Succeed? 94

TERMS AND TITLES TO HELP US TALK TOGETHER

Homemaker: A housewife, or the woman who runs a household.

Program Leader:
Trainer Agent:
Your Supervising Agent: The person who assists and supports you in your work with homemakers. She wants you to become an expert in working with homemakers. She will help you learn. She knows what to teach. She will help you learn how to teach. Talk over your problems with her.

Approach: The way you choose to open a new subject. Or, how you start to talk with a stranger.

Community Resources: All the agencies, institutions and people nearby who could help a family learn, improve, develop, or solve problems. Churches, libraries, schools, and clinics are a few examples.

Sequence: A series with an order of steps. Each part depends on the one before it and builds to the next. A series of home visits are an example.

Support: Helping someone else succeed.

Values: What a person thinks is important. A neat appearance and being honest are values for many people.

Working Visit: You "show and teach" as you and the homemaker work together in her home.

Small Group Meeting: Like a working visit but with 2 or 3 homemakers there. It is as easy to "show" 2 or 3 as one homemaker if you plan carefully. The "get together" will be informal. The homemakers may not call it a meeting.

YOUR JOB AS PROGRAM ASSISTANT

These are the main things you will do as a program assistant:

1. Take training for the job. You will do this before you begin to work with homemakers.
2. Get in touch with homemakers personally. Interest them in your program. You will work in certain parts of your town or county.
3. Visit homes. Find out what the homemaker needs. What is she interested in?
4. Go back and visit again to give help. Keep going back until you can get a few women together to learn.
5. Hold small meetings of homemakers in a neighborhood. Show and talk about homemaking skills.
6. Make simple charts and pictures. These help homemakers understand what you show and tell.
7. Ask your supervising agent for special help that families need. She will see that other persons, such as the health nurse or welfare workers, help the family with their problem.
8. Ask your supervising agent for special homemaking information, such as a question about nutrition. The supervising agent will give you regular help and guidance.
9. Plan your work. Keep records of home visits. Keep track of how many hours you work.

STANDARDS FOR PROGRAM ASSISTANTS

Congratulations on your new job! We hope you find it interesting and satisfying, as you help others learn. When you see problems, be sure to discuss them with your supervising agent.

Any woman taking a job wants to know what people expect of her. Remember these things:

An Image

A woman who works away from home must act refined and dignified. Be pleasant and straightforward when you meet people. The way you look and act are an example for others to follow.

Talk to people about what interests them. Talk about your personal life only as an example for teaching. Avoid talking about other people in ways they would not like.

Anyone in an office should be business-like.

Personal Interests During Working Time

Employers pay for your time on the job. Sort out what is personal and what belongs to your job. Keep your personal and family matters in the background while at work. Limit personal telephoning. Avoid visiting with friends or relatives during working hours.

Appearance

A neat and clean appearance is important. If you wear fancy dresses or flashy jewelry, people might think you are "showing off." Use simple makeup and hair-do's. Don't use much jewelry. This shows good taste.

If homemakers know you made the dress you are wearing, it might inspire them to sew.

Be careful of your grooming. You encourage homemakers by your example. You are well groomed when you look, fresh, neat, clean, and well pressed. A schedule to take care of grooming jobs will help.

Take care of your clothing. Press and hang your coats and dresses. This keeps them from wrinkling. Wear boots in rainy weather to keep shined shoes neat.

Remember you are a "model" for the families you work with. If you dress neatly and the right way, people will respect you.

HOME VISITS

You need to know all you can about home visits. Many women will talk to you in their own homes even if they won't go to meetings.

First Visit

Go to the home at the time of day that suits the family. Does your visit seem to be at a bad time for the homemaker? Tell her you would like to stop by later. Set a time.

Be friendly and sincere. Smile and be natural. You could pretend you are calling on your favorite neighbor. You may need to "Yoohoo" to bring someone to the door. Children may meet you outside. They will make the greeting easier. Usually you can find something favorable to mention. You may say "What a nice way your child has with people," or "Your flowers are so pretty!" The word "your" makes the woman feel important.

Introduce yourself. Tell her your name. Find out hers. Use it. All of us like to hear our names. If you already know her name (from your visit next door or from a list) explain how you know. This will give you something to talk about. Tell her why you came. Your purpose must be clear. You don't want her to think you are a bill collector or investigator.

Talk in a natural way. Probably you can talk easily with people. You can learn to do this. Practice helps. If one homemaker refuses to talk with you or you fail once in awhile, don't worry about it. No one wins all the time. She may change her mind later and send you a message to stop by again.

It's fun to talk. When you can make other people feel comfortable, they'll talk to you. Think, "whatever you are, I like you." Even if one person is very shy, it takes two to talk. Friendly questions should bring answers. But don't sound nosy. Be sure to pause so the other person can talk. How do you feel when another person talks all the time and you can't get a word in? Plan for the other person to talk. Listen to what she says.

How the homemaker feels about your first visit is very important. Try to connect it with pleasant, hopeful things. She may be suspicious at first. Or she may be naturally shy. On the other hand, she may be friendly and very glad to talk with somebody.

On the first visit talk about things in general. Although you may be ready to go right to work, to the homemaker you are still a stranger. She is not ready for what you have been thinking about for some time. Winning her confidence is your first goal. The first visit to a family will be brief. You could make six or eight such visits in a day.

You will get a general idea of the home on your first visit. Talk will bring out a few facts about the family. Write down some things you want to remember. But not in front of them. What you see or hear is important, but the main purpose of your first visit is to be neighborly. The first visit is to make it easy for you to come back and work with the homemaker.

Practice first. Choose another program assistant and practice how to make a home visit. Then change places and try it again.

1. What interest did the homemaker have?
2. What did you learn?
3. How did you "sell" the program to the homemaker?
4. If you were the homemaker would you believe in the program assistant? Would you want her to help you?

When the homemaker shows she wants you to come back to help her, she has "enrolled" in the program. On your next visit you will teach and help the homemaker do better.

Remember these things:

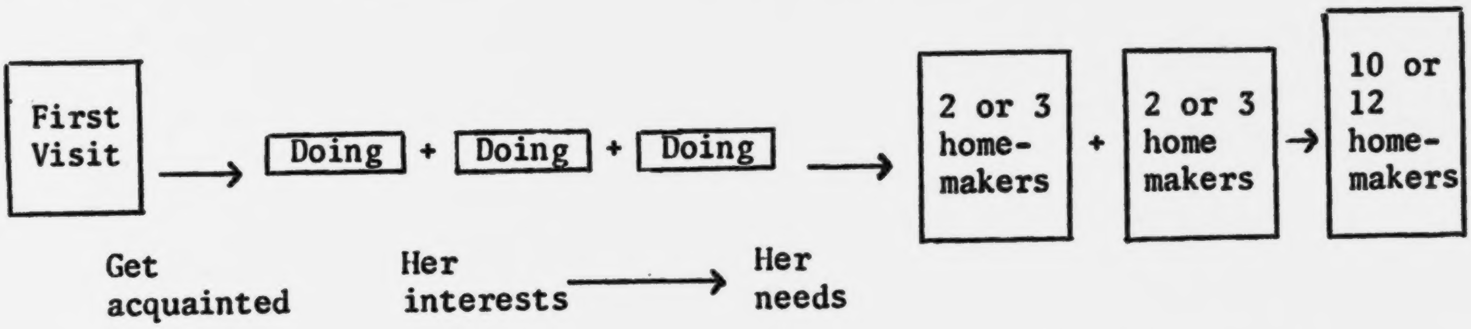
- It is a privilege to go into the home of another person.
- Keep a positive, happy approach.
- Respect the family's values even though you hope to change some of them some day.
- The homemaker must trust you before you can teach.
- Keep a family's secrets. Don't tell anyone else anything you learn about them.
- Listen carefully to get information. That is better than asking personal questions.

- Begin with what the homemaker is interested in.

- But you may have to decide what help she really needs.

As soon as possible help her graduate to a group. There she can see and try homemaking ideas with other women. For this reason your home visits should be in a sequence. Build each one on the last and progress to the next.

In your mind you might see your visits something like this:



Of course this pattern may never be quite the same for any two homemakers. Some may take more time to become interested and others will be slower at other stages.

During this sequence you will probably contact the homemakers in brief, informal ways. Each contact will be important to give support to what you plan to happen.

After your first visit you might knock at the door of one homemaker to ask if she had invited her neighbor to the work session next day since you "just happened to be going by." Or, if you meet the homemaker on the street, you would naturally stop to talk about whatever you and she were working on.

Working Visits

The working visit must always seem informal. But you must arrange and plan it carefully. It will develop from an interest the homemaker has shown. She'll be interested in something that has to do with her family--like cooking. You and the homemaker should plan ahead for the working visit.

1. Decide together on something to do--bake cookies, make dinner-in-a-dish, repair clothing, etc. Often you can work at two things. Leave her a recipe or leaflet but be sure to talk it over with her.

2. Get the homemaker to promise to have supplies you'll need. Help her make a list of what she'll furnish. Be sure she can do this and has time.

3. Decide together on a time to work--the day and hour. You might ask to mark it on her calendar.

Set a definite time. This is important. It gives the homemaker a goal so she can get ready. Many times a homemaker sweeps the floor, washes the dishes or dresses up especially for your visit. If the two of you make an agreement, expect her to do her part. However, be sure she can. For instance if she can't read a recipe, or get the supplies for it, she may be upset.

Make your working visit fun. It will be almost like doing housework in your own home. The difference will be that it is not as routine. You will be pointing out certain things you usually take for granted.

These might be:

1. Have a place to work. This could mean stacking, piling, etc., to clear a spot.

2. Have everything clean--your hands, equipment, etc., especially around food.

3. Collect supplies before you start and keep things that are alike together.

4. Use a recipe or directions as you work.

5. Watch for safety--fire danger, knives, poisons, etc.

Point these out to the homemaker. You will have a lot to teach. She can't learn all of it in one easy lesson. However, you are her model. She will probably do as you do. If you make it seem worthwhile she will probably catch your spirit. Sooner or later she will learn.

When you finish the working visit praise the homemaker for what she has done. If you can, help her family see how important she is and how well she can do. You will be helping them learn values, too.

When fixing food with the homemaker see that the family is served neatly and nicely with whatever they have. You will be teaching standards.

Your work session will suggest things to do next time. On each visit you can find out what the homemaker would like to do when you come again. Soon you can suggest that she invite her neighbors and relatives to come watch and help.

For working visits be sure to make plans with your supervising agent. She is a specialist at this. She can help you get ready and teach.

KEEPING RECORDS ABOUT THE FAMILY

Be sure to write down what you did and saw. Do this soon after you are away from the house. Write down information about the family. Make notes about your visits. What progress is the family making? Put a date on your notes. Keep them together in a private place.

Keeping records is important.

1. They help you remember facts about each family.
2. They show change and step-by-step progress of families.
3. They will help others work with the family if you are not there.
4. They can be put together with other family records to see what the whole neighborhood needs.

Remember that all you hear and write down is secret. Be careful with these records.

GETTING FAMILIES TO ACCEPT YOU

Here are some things to remember about making home visits:

1. Get to know your families--members, names, interests.
2. Set date of visit when it suits the homemaker.
3. Let her know how long you will be there.
4. Be friendly.
5. Find something to praise. Something important to the family.

6. Let them know you are there to help them with information and suggestions.
7. Make them feel that their part is important, too.
8. Start where they are.
9. Talk on their level.
10. Teach only as much as they can learn at one time.
11. Keep information simple.
12. Be a good listener.
13. Ask them for suggestions.
14. Be sincere.
15. Be willing to admit you don't know something but will try to find the answer.
16. Let them know you had to learn before you could help them.
17. Don't be critical.
18. Be satisfied with a little progress, at first.
19. Keep private any information about families.
20. Don't make promises you can't keep.
21. Be patient and courteous.
22. Ask them to help you do something.
23. Write down things you need to help them with so you don't forget.

HOW ADULTS LEARN

When you teach homemakers, some will learn faster than others. Some will start doing what you suggest sooner than others. If you remember these things you'll be more patient with slow learners.

1. Adults learn when they are interested in what you tell them.
2. They learn when they see a connection with something they think is important.
3. They learn better by doing things themselves.
4. They are influenced by people they admire.

Why some adults don't learn...

1. They don't want to lose again. Maybe they've already failed at school or marriage.
2. They don't like school.
3. They think they're "too old to learn."
4. They are too busy.
5. Old ideas keep them from listening to new ones.
6. They don't read or write very well.
7. They don't know what there is to learn.
8. The teacher doesn't explain it so they understand.

HOW TO GET THE HOMEMAKER INTERESTED

Find out from the homemaker:

1. What does she like to do? Tie your teaching to this.

   Example: She says she likes to sew.

   So, perhaps she would like to make a tablecloth, a skirt for her child, etc.

2. What seems hard to her? Is it cooking, housecleaning or dressing her family? Is there something that she is afraid to try? She can't do? Can't afford?

Example: She says buying cookies for the children takes so much of the grocery money.

So, perhaps she would like to learn how to make cookies.

ALWAYS CHECK TO SEE:

1. Does she want to do this?

2. Is it easy enough for her to succeed?

3. Does it seem important to her?

SHE MUST NOT FAIL.

Some things homemakers might like to learn to do:

- Find places to hang clothes
- Change a dress hem
- Wash a sweater
- Fit or repair clothing
- Sort old clothes--use soft things for cleaning rags
- Make child's dress from used clothes
- Make a tote bag or diaper bag
- Make a place to hang dish towels
- Make an ironing board
- Make an ironing board cover
- Paint coffee cans for cannister set
- Make trash or garbage can (paint 5 gallon can)
- Paint a chair
- Store flour and cereals in containers
- Make some shelves
- Patch pants
- Figure out a way to bake without an oven
- Make a salad
- Store drinking water so it stays clean
- Make cookies from donated foods
- Use powdered milk to make:
  - Chocolate pudding mix
  - Buttermilk
  - Milk-drink
- Clean the refrigerator
- Build a cooler for food
- Measure wet and dry foods with cans or jars they have
- Fix a balanced meal
- Make a simple casserole
- Make table look nice for a meal
- Make hot breads
- Spray for bugs (Be safe)
- Cover cardboard boxes to store clothes
- Make simple curtains
- Make soap
- Refinish some furniture
- Make beds more comfortable
- Braid a rug
- Check house for safety

HOW TO TEACH HOMEMAKERS

When you teach your homemakers, you...

1. TELL
2. SHOW
3. DO
4. TELL AGAIN

You can use any or all of these ways to teach things in the leaflets. Choose the ways that best suit the homemaker and are most comfortable for you.

TO TELL:

Talk about real situations.

To get the homemakers to talk about what they will learn that day...

- Ask questions
- Tell stories
- Get them to tell their experiences
- Tie in your experiences
- Use familiar sayings
- See if they agree

Don't preach!

Don't set yourself or your family up as a perfect example.

TO SHOW:

We remember better what we see. Show what you want the group to remember.

Show how to do something using real things.

Use exhibits and displays--(show degrees of cleanliness--for example, clothes poorly washed, washed fairly well, and washed well) or use an example of your own such as window pane or dishes.

Use games:

1. (Make a game of identifying tools and supplies--what is each item and what is it used for.)
2. (Name the job--have them pick out the tools and/or supplies for the job. You may have them match jobs and tools.)

TO DO:

We remember longer what we "do."

Let each homemaker practice the "skill" that was taught.

Give them homework to do--about the skill you have taught.

Have homemakers talk about this homework the next time you meet.

Encourage homemakers to try their own ideas. Give time for them to tell what happened.

TO TELL AGAIN:

Repeating helps people learn, so--tell again.

Pull out the main points of each lesson you teach.

Let the group tell the main points they learned.

Ask homemakers to practice teaching each other what they learned.

Other Suggestions

Give an award to homemakers when they finish a series of lessons. This might look like a diploma.

Make sure homemakers know the meaning of the words in the leaflets.

YOU AND THE CHILDREN*

The Children Are Important

Children may be at home when you work with families. Pre-school children will need some care from the mother and you. School age children won't need as much attention. Or you can include them in your teaching. You may think that the children will interfere. But the way you get along with them is important.

You can help the children feel that they are important. You can show them that outsiders are friendly. Show you care about them.

You can show the children how to do household jobs. They can empty trash cans, dust furniture or do other jobs. You can encourage mothers to teach them how to share the housework. Teach them simple health habits.

You can listen to them. Talk to them.

If the mother knows you care about her children, she'll know you care about her, too.

Help the mother feel that she is a worthwhile person. This helps the children.

Your First Home Visit

The children may come to meet you before the mother comes to the door. Tell them your name and learn their names.

Use the child's name when you talk with him.

Calling a child by his name helps him know who he is.

Talk naturally with the child. Wait for him to answer. Show him that you are interested in his answer.

Are the children shy and don't want to talk? You can play a little guessing game. "Is your name Susie?" "Is it Timmie?" Usually after a few guesses a child will tell you his name. If he doesn't you can learn it from his mother or older brother or sister. Children like to have you guess their ages, too.

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* Prepared by Roberta C. Frasier, Family Life Specialist, Oregon Extension Service, and Edward V. Pope, Human Development and Human Relations Specialist, Federal Extension Service, USDA.

Children usually respond better if you don't "push" them. Let them get acquainted with you at their own pace.

Bring some little gift for each child. It may be a piece of ribbon, a picture, or a flower. This gift is for the child and is something he may keep.

Also bring a few things in a basket for the children to play with while you visit with their mother. Include some small toy cars and planes. Bring pictures you cut out of a magazine and pasted on cards. Maybe a few picture books.

When you leave, take these things with you. Explain that they are yours. You will bring them back on your working visit.

Your Working Visit

This time bring a name tag for each child. Print the name tag while the child watches you. Use big letters. Pin it on for him.

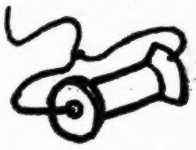
You'll want to bring extra toys for your working visit.

Pack the toys in cardboard boxes that can be used for a stove or table when the child is playing with the toys.

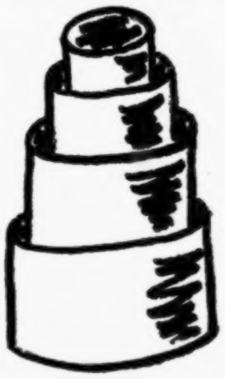
Bring some toys in the house for the children to play with, but keep extra ones in the car. If you need something different to keep the child interested, you can bring other things into the house.

These don't cost much. You might take along:

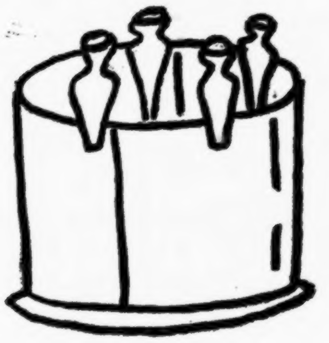
1. Art Supplies, crayons, big paper, old magazines to cut up, blunt scissors.
2. Picture Books, from a library.
3. Empty spools. Paint spools different colors. Use lead-free paint. Tie a string around one spool like this. Then let children put other spools on the string.



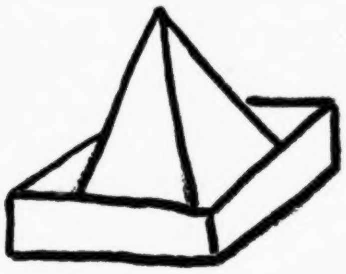
4. Cans of Different Sizes. Get cans that fit inside each other. Paint them different colors or leave the labels on. Be sure the edges of the cans are smooth.



5. Clothespins. Children can put clothespins around the edges of the cans.



6. Newspapers, fold to make hats, boats, trains, airplanes.



7. Stool. Take a wooden stool suitable for a child to sit or stand on.

Ideas to Share With Mothers

Here are a few ideas about children. You can mention them to mothers while you work or talk. Put the idea in your own words.

- Each child grows in his own way and at his own speed.
- Each child needs encouragement. This helps him be a special person.

- No two children are alike. Each one does things his own way.
- Each child needs to feel good about himself. He needs to feel that he is a capable person.
- A child needs to see and do and feel new things. This helps him discover the world around him.
- It is good for a child to ask questions. He needs good answers that he can understand.
- A child needs to be encouraged to tell what he saw or did.
- A child has to learn how to act. He learns from the people around him.
- The most important examples in a child's early life are his mother and father.
- Parents and family are very important teachers. Children learn things at home that they can't learn anywhere else.

Helps For Getting Along With Children

The way you treat children while you are in the home can:

- help the child in his growth
- teach him how to act
- make him behave better

Treat each child as if he is "somebody." Call each child by his name. Help him to feel that you like him. Let him know you think he is able to do things according to his age.

Say "please" and "thank you" to children. Be as polite to a child as you would be to a grownup.

Talk to the children. Stoop or squat down when talking to a child. Then he can look you in the eye and see you on his own level. Think how you would feel if everyone were twice as tall as you are.

Listen to the children. Pay attention to the children when they talk to you. It may take some time. It lets them feel that someone thinks they are important enough to listen to. It also helps them to talk better.

Give experience with sounds. Whisper to a child and let him whisper back to you.

Play games. Have the child shut his eyes and listen for a special sound.

Touch a child to get his attention. Put your hand on a child's shoulder, take his hand, or stoop down and put your arm around a child to get his attention. Speak in a soft voice. Speak slowly so he understands. This takes more time, but works better than yelling across a room.

Give directions carefully. If you want a child to do something:

- Get his attention.
- Explain carefully what you want him to do.
- Tell why he should do it.
- Show him how to do it.
- Give him a reward. You may say "That's a fine job." You may give a special hug. Do something that shows you are proud of him.

If you want a child to hang up his clothes:

- Show where to hang them.
- Show how to hang them.
- Have him practice hanging them.
- Tell him why clothes need to be hung up.
- Reward him. Show him that you noticed that he hung up his clothes.

Instead of saying "Don't" "Quit" "Stop" show children what to do. Children learn how to act when you show them what to do. Just stopping them doesn't teach what to do next time. Telling a child "Wait until the floor is dry" is better than "Don't walk on the wet floor."

"Hold it this way" is better than "Don't drop it."

Use substitution. If you have to take something away from a child, give him something else to play with.

Get tiny tots to think of something else when they are unhappy. Small children forget quickly. Call a child's attention to something else. This will take his mind off his unhappiness. This method is most useful with the child under 2 years of age.

When a child bothers you. If a child is bothering you as you work, find something else for him to do. Show him how he can help. Giving him your attention may be more necessary right then than the job you are doing with the homemaker.

Give children some choice. Give children a chance to choose whenever you can. "Would you rather wash the dishes or dry them?" Choices should be as equal as possible. Be willing to accept what he chooses.

See the child's point of view. The things children do make sense to them. Try to think why a child is acting the way he is.

Avoid comparisons. Avoid comparing one child with another. When you compare, the child thinks this means "I'm not as good as someone else" or "I am better than he is." Don't say, "Why can't you do as well as Johnny?"

Help children learn about time. Children first learn about time by learning when things are done. "First we wash our hands, then we eat our dinner." "Now is the time to take a nap."

Arrange things to suit the child's needs. Give the child a small box or stool to sit on. He can climb on it to reach things.

Give him a cardboard box. It makes a place he can keep things that are his very own.

Do not interfere with parents' discipline. Parents are the ones to punish children.

Your job is not to interfere. Teach by your own example as you work with the children.

PARENTS AND TEENAGERS

Parents often feel that their teenagers are getting out of hand. They want to know why kids act the way they do. They may ask you what you would do, if you were in their shoes.

You Can Help Parents Most When You:

- Don't tell them what to do or what you would do
- Ask questions when they talk about their children
- Help them find out that other parents have the same problems
- Talk about what parents and children need.

Don't Tell Parents What You Would Do.

This does not help. How parents act depends on:

- How a problem looks to them
- How they have handled problems like this before
- How they feel at the time
- What they know how to do

You would handle it in a different way because you are a different person.

Ask Questions When Parents Talk About Their Children.

This helps them to think about what to do. Here are some questions you can ask when the time seems right:

- "How do you suppose Johnny feels about this?"
- "How do you think this looks to Johnhy?"
- "If you do this, how will Johnny act?"
- "What do you want Johnny to learn?"
- "How do you feel about this?"
- "Would it help if you do this?"

Help Them Find Out That Other Parents Have the Same Problems.

This makes them feel that they are not alone. Other parents have teenagers who:

- Go through a time when they think parents are old-fashioned
- Think parents don't know anything
- Feel their parents treat them like babies
- Fight against being treated like younger children
- Break rules
- Get sassy

They learn that other parents sometimes forget that children are growing up. They learn that "letting-go" is hard for parents. Some parents don't want their children to grow up and leave them.

Help Them Learn What Parents and Children Need.

- Teenagers need rules, but they need some say about what the rules are.
- They need to help make rules that affect them.
- Teenagers need help in knowing how to act.
- They need to know that some behavior is wrong.
- Teenagers need a chance to tell how they feel and what they think.
- Teenagers need to talk about themselves and their plans.
- Teenagers try to find answers to hard questions like:

    Who am I?

    What can I be?

    Who should my friends be?

    Who needs me?

    Whom do I need?

- Teenagers need to feel good about themselves.
- They need to know their family cares for them.
- They need attention and praise:

  When they help.

  When they are kind.

  When they try.

DID YOU SUCCEED?

Did you succeed in your work with a homemaker? Did she make a change within herself or in her home as a result?

Here are three ways you can find out.

You may wish to talk these over with your supervising agent. Learn to watch and listen for small signs of change. Here are some suggestions:

1. Check samples

   a. Ask to see a sample of what the homemaker did.

   b. Examine the sample to see what is good about it. What needs correcting?

   c. Suggest improvements tactfully. Mention good things first. Let homemaker point out what is wrong if she can.

   d. Write down what you see. Write the date. Do this after your visit.

Be sure the homemaker feels good about what she made. After a time your records will show her progress.

2. Check conversation

   a. Listen for comments. Does she mention small things she tried that you recommended?

      "I made cookies for the first time in my life." or "I don't buy cookies any more, I bake them myself and save money."

    b. After your visit, write down these comments. Write the date.

3. Check attitudes

    a. Listen for comments that show that the homemaker enjoyed or learned something.

    b. Watch for improvement in looks of the homemaker or her house. This shows a growing pride.

    c. Look for changes in way homemaker acts toward her children now.

    d. After your visit, write down what you notice. Write the date.

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APPLYING PRINCIPLES OF SOCIAL ACTION

If you hope to initiate a program for low-income homemakers, you cannot be effective without support from others in the community. Perhaps plans are already being considered by the time you are asked to cooperate. In either event, the principles of "social action" still apply.

To analyze how they fit your situation, take the following steps:

Step 1. A successful program must relate to the community (or local area) and to the existing situation. See Section 1, p. 6 (Basic Study of Local Situation).

Cite data that point up problems and opportunities:

Step 2. Every program relates to some past experience.

Who tried what, with whom, before?

Results?

What can be learned from this?

Step 3. Identify the problem, situation or opportunity.

What is it?

Step 4. Consider outside forces that may be influential in stirring people to action. (In this instance, national concern about low-income families and school dropouts.) Others?

____

____

Step 5. Initiating a project is usually done by a small number originating the idea or seeing the need.

With what educators and persons concerned with low-income families would you talk this over? (Use "Basic Study," Section 1, p. 6, and Step 1. above)

____

____

____

Step 6. Action must be approved by legitimizers.

These will include more than those who legitimize your traditional program.

Such as:

a. Leaders and organizations that will provide sympathy and support:

Their Response

____

____

b. Leaders and groups who will add prestige:

Their Response

____

____

c. Any who might oppose, whose help you also need:

Their Response

____

____

d. People and groups who can provide skills, resources, program needs: Their Response

____

____

____

(Use "Basic Study" and Step 1 to explain the problem and opportunity.)

What advice was given? __________________________________

____

____

If they oppose action, who else might influence them? ____________________

____

(Sometimes from another level or with other influence.) Try another channel.

Which, if any, wish to participate further? ______________________________

____

Step 7. Involvement of many people to nurture and support idea.
Such as:
Groups in your own organization______________________

____

Agencies concerned with human development ____________

____

Local community organizations _______________________

____

Step 8. Who should be involved to help with planning and participation? (Often these people make up a steering committee. Sometimes they may not meet together but their involvement and opinions are both important.)

List Organizations	or	List Persons
____________________		____________________
____________________		____________________
____________________		____________________
____________________		____________________
____________________		____________________
____________________		____________________

No special number recommended but broad community involvement is good.

Whenever possible, representatives of audience to be reached is desirable.

Step 9. Organizing for Action: Ask these people (in Step 8) to help with these decisions: Get their commitment whenever possible during a meeting, in a committee, or before others. Write out the goals and assigned responsibilities for guidance in your program.

a. What are the specific program goals? ____________________

____

____

____

____

Set priorities. As time goes by you may need to change the plans. However, refer to the goals frequently to maintain program direction.

b. Assign responsibilities:

- Who does overall planning? ____________________
- Who coordinates? ____________________
- Who provides what resources? ____________________

____

- How will supplies be financed? ____________________

____

- Who recruits leaders? ____________________
- If leaders are paid, who handles personnel details and money? ____________________
- Who trains leaders? ____________________
- Who supervises leaders? ____________________
- What is your role? ____________________

____

____

c. Where will program start? ____________________

When? ____________________

d. How many leaders will be practical? ____________________

e. How long will program be continued? ____________________

____

Where should it be 1 year from now? ____________________

____

(When the many ideas arise on how to do the job, all plans should be considered and the best one selected by the initiating group.)

Step 10. Evaluate results in light of goals:

What specific evidence will you look for?

a. ____

b. ____

c. ____

d. ____

Note: Sometimes it is necessary to repeat the process a second or third time. Or, frequently, a certain step may need to be taken again.

SUGGESTED POLICIES
FOR
PROGRAM ASSISTANTS

(Adapt to local situation and have program assistant add to her "Handbook.")

Check with your supervising agent before you:

1. Buy supplies or materials for lessons.
2. Use sample products or recommend brand names.
3. Contact cooperating agencies.
4. Release information to newspapers or radio.
5. Give out names or information about homemakers or families in the program.

Working with families:

1. Keep all records about families confidential. Never take records into a home when making a visit.
2. Discuss family situations with your supervising agent only.
3. Make an appointment with the homemaker if a home visit for teaching is in your plan. Notify her in advance if you must cancel.
4. If a meeting is your responsibility, be sure to arrive 30 minutes early to arrange materials and be ready to start on time.

Operation:

*1. Make a monthly schedule and weekly plan of work with guidance of supervising agent.

*2. Keep a file of each family to remember all observations and points taught. Keep confidential.

*3. Write a report each (week or month) as follows: ______________

____

*4. (If employed) report time as follows: ______________

____

*Special forms may be used.

SUPPLIES NEEDED

You will need certain forms, records, and supplies to operate the program efficiently. Prepare these materials ahead of time so you will have them when you need them.

1. Application Blank--especially if program assistants are to be paid. An adaptation of an application blank might be used for volunteers for a record of address, telephone number, etc.
2. Handbooks for Program Assistants, See Section 4. They will serve as a symbol of the job and will be valuable references. Plan to use them in different ways during the training so program assistants will learn to refer to them.
3. Family Record Form--To be filled in by program assistants for each family. It will contain data on the home situation. Dates of visit, work done with homemaker. Evidence of change may be added from time to time. See p. 104 of Appendix.
4. Itinerary Outline--for program assistants to record homes visited and meetings held. It may have space for brief summary of what happened.
5. Time Worked Report Form--for reporting the amount of time worked and transportation costs, if costs are to be reimbursed.

Other Supplies You May Want

*1. Graduation certificates--for program assistants who meet apprenticeship standards.

*2. Small identification badge with the name of the program and a blank for program assistant's signature.

*3. Small enrollment card--with program assistant's name and slogan or objective or program. This card will be left with the homemaker. Leave a space on the card for the homemaker to sign her name.

4. Adapted copies of techniques for activities or discussion during training.

5. Name tags for use as needed.

6. Kits of suggested materials for children's toys. Urge program assistants to collect materials with your help.

*Cooperating organization may supply or help with printing costs.

FAMILY RECORDS

You and the program assistant will need information about each family in the program. You must decide what information should be collected so you can train program assistants to collect it.

These records will help you plan the program and fit it to the audience. A folder for each family can also include records of the family's progress as reported by the program assistant.

You should decide where to keep these records. When program assistants work out of a central location, keep records there. If program assistants work some distance from you, they might be responsible for the folders.

However, you should continue to emphasize the confidential treatment of these records. Stress to program assistants (1) never fill out records during a visit and (2) never take records into a home.

Much of the data needed would be recorded only once. The following list will suggest information you need for family records. You will think of other items.

Family--Names of family members
--Age, education, and health
--Marital status of mother
--Immunization of children

Family income--Approximate total income and sources

Desire for training or further schooling

Housing conditions--Number of rooms
--Type of heat
--Water supply
--Number of beds
--Appliances
--Kind of cooking stove
--Refrigerator, ice box
--Freezer
--Electric iron
--Home owned or other
--Electricity
--Garden
--Bathroom
--What disposal for waste
--Radio
--Television
--Sewing machine
--Washer

Transportation--Car? (condition?) Bus?

School bus service

Reading materials--Magazines, newspapers, books?

Kind of programs family listens to on radio or television

Homemaker's interests--(At beginning of program and later)
--Attitudes toward program assistant
--Outlook on life
--Does she go to a club or church?
--What she does well
--Relationship with family members
--Pride in accomplishments
--Housekeeping skills

Current records:
Number and date of each visit by program assistant--what was done or shown, and response of homemaker.

OPERATIONAL RECORDS

(End of___________Months)
(1,2,or 3)

The items below are suggested as basic for a statistical summary. You may want to add other items. Base report blanks for program assistants on this or your adapted form.

A. Program Assistants

_____1. Number program assistants working during the period.

_____2. Number of days worked by program assistants during the period.

B. Families Contacted

_____1. Number of different families contacted by program assistants during the period.

_____2. Number of home visits made by program assistants.

_____3. Number of different families that program assistants worked with in homes for three or more visits.

_____4. Number of small group meetings held by program assistants.

_____5. Total attendance of homemakers at small group meetings.

C. Cite small or large evidences of change made by homemakers as result of the teaching.

CHILD CARE ARRANGEMENTS WHILE MOTHERS MEET

(You may need to guide your program assistants in making arrangements for care of children while mothers meet. You might give them the following suggestions.)

Sometimes volunteers will take care of the children or someone can be hired to be with the children.

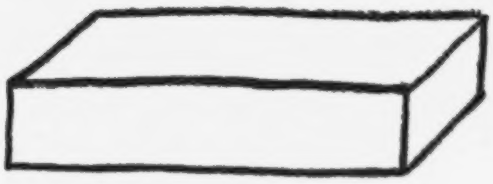
Plan the child care so it will be a good experience for the children. Children need toys to play with and experience with paints, color crayons, and pasting. Books, reading, and storytelling should be an important part of the child care.

Make a name tag for each child and pin it on him. As you print his name, show him how you write it. Most children enjoy wearing a name tag. It also helps the person caring for the children to learn names. In case some child may not want a name tag, put it aside and tell him he can get it later if he wants it.

Do the mothers meet in a church or a school? Maybe the church nursery or the kindergarten room can be used as a play center for the children. Arrange for a room near the place where the mothers will be meeting. The room should be warm, airy, and light. Toilets should be nearby.

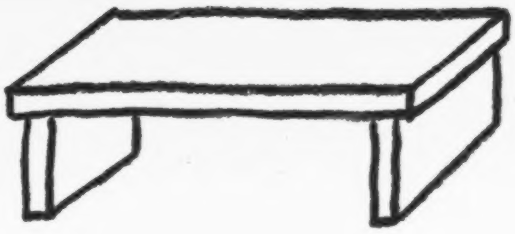
Supplies You Will Need

If you must bring supplies for each meeting, these are good ones. They are adequate, light weight, and easy to store:

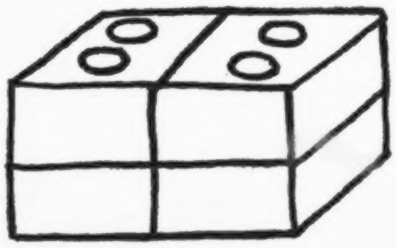


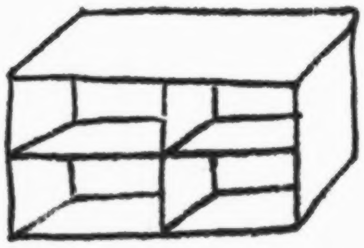
Low boxes, stools, small chairs, rugs, or blankets for children to sit on.

Low tables where children can work. A board with a box under each end can be used for a table or a bench.



Furniture and equipment for a housekeeping corner.





Turn cardboard or wooden boxes upside down for use as tables and stoves. You can stack them on top of each other for cupboards. Boxes can also be used as doll beds.

Mirror--stainless steel, hand mirror, or mirror to hang on the wall.

Lids, dishes, pans.

Dressup clothes--hats, purses, aprons, dresses for girls; coats, jackets, hats, lunch pails for boys.

Dolls, blankets, and doll clothes.

Art Supplies

Crayons, newsprint, magazines for cutting, blunt scissors, paste, modeling dough.

Paste

Mix together 1/4 cup flour, 1/4 cup cold water. Add 1 cup boiling water and cook until clear.

Modeling Dough

Mix together 2 cups flour, 1 cup salt. Mix food coloring in 3/4 cup water. Add to flour and salt, mix, and add water to make non-sticky dough.

Books: From a library, borrow picture books suitable to the ages of the children.

Other Supplies and Equipment: A box of empty spools, cans of different sizes, clothespins, newspapers to make hats, boats, etc. (See supplies listed under "You and the Children," Section 4.)

Additional Supplies: The above listed are minimum equipment. If possible add: blocks, puzzles, toy cars, trains.

People to Help With Child Care

Select people who are warm and friendly and who like children. A former school teacher or a Sunday school teacher has had experiences with children in groups. Older boys and girls in the community can help. Some elderly men and women may enjoy reading to the children and watching them play. Help volunteers take part where they are best suited.

How many people will you need to care for the children? That will depend on the number and ages of the children, the kind of room, how close it is to toilets and to the room where the mothers are meeting. Try to have at least two adults with a group of children.

SUGGESTED PLAN FOR A MEETING

(For Supervising Agent. Also suggested for use by program assistants.)

1. Get to know each other--(game-song-coffee)
2. Tell of plans for the meeting
   a. What you will teach that day
   b. How long it will take
   c. Why they need to know this
3. Give the information and involve the homemakers

   If part of series, relate to previous topics.

   Show how to do it.

   Let homemaker practice skill.

   Let homemaker ask questions.
4. Talk over what was learned

5. What homemaker should do before next meeting

6. Make plans for the next meeting.

   When and where to meet.

   What the group will do.

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